

Unit 04: Mi Salud

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 4

Unit Title:	Mi Salud
Suggested Duration:	9 weeks

Interdisciplinary Connections

Interdisciplinary Connections
<p>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</p> <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
<p>Math Practices: https://www.nj.gov/education/standards/math/Index.shtml</p>
<p>Science Practices: https://www.nj.gov/education/standards/science/Index.shtml</p>
<p>Health/Biology: Relation between diet and health.</p>
<p>Science/Psychology: Physiological and psychological reasons for a good health</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 SAMR Model: 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>
<p>Chromebook, SmartPhone, Viewsonic and digital interactive platforms</p>
<p>Teacher-created digital presentations</p>

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://www.liveworksheets.com/>

<https://quizizz.com/>

<https://quizlet.com>

<https://edpuzzle.com>

<https://www.youtube.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

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.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

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<i>Students will be able to independently use their learning to...</i>	
discuss the importance of good health and the relation between health/diet/environment.	
<i>Mastery</i>	
<p><u>Enduring Understanding</u></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Communication is the ability to understand and be understood in real world contexts. • Language and culture are mutually dependent. • Learning languages provides connections to additional bodies of knowledge. • Learning languages allows students to realize there are multiple ways of viewing the world. • Language students have the ability to participate in multilingual communities. 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How can I improve my health? • Am I a healthy student? • How can I advise other peers to be healthier? • Are my health habits affected by my culture? • How the environments impact my health? • How does the health care change according with the time?

Acquisition	
<p><i>Students will know . . .</i></p> <ul style="list-style-type: none"> • The health issues that affect the Hispanic population • The benefits of a healthy lifestyle • The amount of calories of a traditional dish from different Spanish –speaking countries • Ways to respond to an emergency • The benefits of an active life • How to manage stress in different situations • The general rules of grammar and spelling in Spanish. 	<p><i>Students will be skilled at . . .</i></p> <ul style="list-style-type: none"> • Discussing the benefits of physical activities • Analyzing eating habits and physical activities • Deciding how they can become healthier students • Comparing the stress level of Americans with that of Spanish-speaking countries. • Analyzing the relationship between health and lifestyle.

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
<ul style="list-style-type: none"> • Reading comprehension activities related to the short readings used in class. Reading comprehension Alimentos orgánicos o ecológicos • Graphic organizer “Good food+ quality exercises=Health” • Practice of vocabulary ¿Qué le ha pasado? • Practice Enfermedades y remedios • Interpretative Visita médica • Mini dialogues/ mini debates about food and exercises 	<ul style="list-style-type: none"> • Minor assessment relate to vocabulary definitions • Food and physical activity journal project(The student will write in a daily basis what they eat and types, amount and frequency of physical activities) • Health brochure project (Healthy food and quality physical activities) as a unit exam. • Argumentative essay “La medicina complementaria y la medicina convencional” • Quizzes (written, oral , listening) • Grammar quizzes:

- Practice of vocabulary [¿Qué le ha pasado?](#)
- Practice [Enfermedades y remedios](#)
- Interpretative [Visita médica](#)
- Interpretative [Sala de urgencias](#)
- Practice of vocabulary and language structures. [¿Cómo te quebraste el brazo?](#)
- Reading comprehension [En la consulta del médico](#)
- Practice of vocabulary and language structures [¿Qué me receta?](#)
- Interpretative listening [Los consejos.](#)
- Research about health issues on Spanish speaking countries and USA.
- Graphic organizer in groups to establish the relation between diet/health/environment.
- Reading comprehension of “Medicina mapuche en el siglo XXI”
- Reading comprehension of “Un médico rural, un médico integral”
- Reading comprehension of “La salud en el mundo virtual”
- Reading and discussing the poem “Walking Around” by Pablo Neruda
- Oral presentation on that topic.
- Class debate (Health VS diet/health VS environment).
- Doctors and healers
- Listening and discussing songs “Yerberito” by Celia Cruz and “Yerbatero” by Juanes

- [La salud y el subjuntivo](#)
- Conditional tense
- Formal and informal commands
- Argumentative Essay “La medicina complementaria y la medicina convencional”

All courses follow a [balanced assessment system](#) with Practice and Assessments

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 key words, phrases, or sentences

STAGE III Learning Plan

STAGE III Learning Plan

Organize plan by weeks

Modes of Communication:

1-Interpretative

2-Interpersonal

3-Presentational

- Interpretative Reading comprehension [Alimentos orgánicos o ecológicos](#)
- Interpretative - Slide presentation vocabulary [Cuerpo sano, mente sana](#)
- Interpretative Reading comprehension of “El Matasanos” from Cuentos Simpáticos and “Mente Sana en Cuerpo Sano” from Lecturas Para Hoy.
- Vocabulary/definition from the reading relating to health.
- Class discussion about the topic.
- Practice of vocabulary [¿Qué le ha pasado?](#)
- Practice [Enfermedades y remedios](#)
- Interpretative [Visita médica](#) GF
- Slide Presentation Present subjunctive [Subjuntivo WEIRDOS](#)
- Interpretative Practice [Quizizz](#)
- Interpretative [Sala de urgencias](#)
- Slide presentation [Presente Subjunctive DISHES](#)
- Grammar Practice [En la clinica](#)

- Presentational Practice of vocabulary and language structures. [¿Cómo te quebraste el brazo?](#)
- Interpretative Reading comprehension [En la consulta del médico](#)
- Practice of vocabulary and language structures [¿Qué me receta?](#)
- Interpretative listening [Los consejos.](#)
- Research and debate about health issues in Spanish-speaking countries and the USA.
- Graphic organizer in groups to establish the relation between diet/health/environment.
- Interpretative Reading comprehension of “Medicina mapuche en el siglo XXI” from (Qué chévere 4)
- Interpretative Reading comprehension of “Un médico rural, un médico integral” (Qué chévere 4)
- Interpersonal / Presentational Communication "Una historia clínica"
- Interpretative Reading comprehension of “La salud en el mundo virtual” (Qué chévere 4)
- Interpretative Reading and discussing the poem “Walking Around” by Pablo Neruda (Qué chévere 4)
- Oral presentation on that topic.
- Class debate (Health VS diet/health VS environment).
- Doctors and healers - Class debate
- Listening and discussing songs “Yerberito” by Celia Cruz and “Yerbatero” by Juanes
- Applying the new language structure - Imperfect tense
- Applying the new language structure - Conditional tense
- Applying the new language structure - Formal and informal commands
- Argumentative Essay “La medicina complementaria y la medicina convencional”

Modifications

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, LGBTQ and students with 504 plans.

Specific Resources for Unit

Specific Resources for Unit

- Google Apps For Education (GAPE)
 - Maps
 - Sites
 - Forms
 - Drive
 - Classroom
 - Slides
 - Add ons
- Internet
 - Youtube.com videos for aural comprehension and grammar tutorials
 - Quizlet.com
 - Wordreference.com
 - Yabla.com
 - <https://www.laits.utexas.edu/spe/>
 - Audiolingua
 - Videoele
 - Flipgrid
 - Padlet
 - Socrative
 - Quizizz
 - Edpuzzle
 - Thinglink
 - LiveworksheetsAudiolingua
 - [Locura de marzo](#)
- Texts
 - Classroom Instruction That Works by Robert J. Marzano

- Qué chévere 3
- Spanish-English Dictionary
- Workbooks
- Authentic reading materials for comprehension exercises
- Teacher-created worksheets and information
- Technology
 - Chromebooks
 - Personal Devices/Phones
 - Screencastify
 - Viewsonic / myviewboard
 - Loom
 - Remind
- Studyspanish.com
- Google Classroom
- Spanish.about.com
- “Cuentos Simpáticos” by Rubin Pfeiffer
- “Lecturas Para Hoy” by Anthony Papalia and José A. Mendoza
- “En Realidad” by Ronni L. Gordon
- “Descubre” Lengua y Cultura Del Mundo Hispánico by Vista Higher Learning.
- People en Español
- “Todo lo Mio” by Project C.O.A.C.H., University of California
- Book “Qué Chévere”

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 Country	
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.	