

Unit 05: La Salud

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 5

Unit Title:	La Salud
Suggested Duration:	8 weeks

Interdisciplinary Connections

Interdisciplinary Connections
Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
Math Practices: https://www.nj.gov/education/standards/math/Index.shtml
Science Practices: https://www.nj.gov/education/standards/science/Index.shtml
Find and paste appropriate <u>Companion Standards or Practices</u> here.

Science/Health: Health, illness, prevention

Physical Education: Exercise, healthy habits

English: Reading Comprehension

Math: Temperature conversion

Technology Integration

Technology Integration
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

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

[The design of this unit adheres to the revised New Jersey Student World Language Learning Standards.](#)

FL.IM.7.1.IM.IPERS	Interpersonal Mode of Communication
FL.IM.7.1.IM.IPRET	Interpretive Mode of Communication
FL.IM.7.1.IM.PRSNT	Presentational Mode of Communication
WL.IH.7.1.IH.IPERS	Interpersonal Mode of Communication
WL.IH.7.1.IH.IPRET	Interpretive Mode of Communication
WL.IH.7.1.IH.PRSNT	Presentational Mode of Communication

STAGE I Desired Results

STAGE I Desired Results	
Objective (Transfer)	
<i>Students will be able to independently use their learning to...</i>	
Express themselves in a medical situation in a Spanish Speaking Country.	
Mastery	
Big Ideas/Understanding <i>Students will understand that...</i> <ul style="list-style-type: none">• Communication is the ability to understand and be understood in real world contexts.• Language and culture are mutually independent.• Learning languages provides	Essential Questions <ul style="list-style-type: none">• Why is it important to be able to express yourself in the target language?• How are medical situations handled in a Spanish speaking country compared with how they are handled in the United States?• How does your health affect your mood?

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.

- How can you improve your health?

- How can you advise other peers to be healthier?

Acquisition

Students will know . . .

Vocabulary relating to:

La salud

- el / la doctor(a)
- el / la médico(a)
- el / la paciente
- el / la enfermero(a)
- el / la cirujano(a)
- el / la dentista
- el / la oculista
- el / la farmacéutica(o)
- la ambulancia
- la consulta
- el consultorio
- el dolor de cabeza
- la enfermedad
- la fiebre

Students will be skilled at . . .

- Tell how they feel.
- Ask questions about what they are feeling.
- Interact with appropriate responses in basic medical situations.
- Provide and obtain information in medical emergency situations.
- Speaking Countries.

- la gripe
- el catarro / el resfriado
- la alergia
- la infección
- la inyección
- la vacuna
- la medicina
- las pastillas
- la aspirina
- el jarabe
- las gotas
- los antibióticos
- la sala de emergencia
- la tos
- el yeso
- el examen
- la visita de rutina
- la temperatura
- el pulso
- la presión
- el análisis de sangre
- la venda
- la curita / la tirita
- la receta médica
- la farmacia

Estar / Sentirse

- débil

- saludable
- enfermo
- mejor / peor
- congestionado
- cansado
- ronco

Tener

- sueño
- dolor del cuerpo
- miedo
- cuidado

Verbos

- doler
- vomitar
- gritar
- llorar
- respirar
- tratar
- tomar
- sufrir
- cortarse
- lastimarse
- quedarse en cama
- mejorarse
- estornudar
- romperse (el hueso)
- torcerse (el tobillo)

<ul style="list-style-type: none"> • sonarse (la nariz) • quemarse • marearse • desmayarse • golpearse • andar con muletas • poner puntos <p>New Language structures</p> <ul style="list-style-type: none"> • Talk about wishes, requests, doubts, etc. applying the present subjunctive 	
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STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Common Summative Evaluation	Common Formative Assessments
<ul style="list-style-type: none"> • Vocabulary assessment • Vocabulary Assessment • Assessment of language structure and vocabulary • Presentational assessment • Assessment vocabulary <p>These assessments target the three modes of communication: Interpretive, presentational, and interpersonal.</p>	<p>Classroom oral and written interactions and individual written activities. All formative assessments that are not impromptu conversations are recorded in our GC and/or Flipgrid.</p>
Modifications	
<p>How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)</p>	

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

STAGE III Learning Plan

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Organize plan by weeks

Week 1: Introduction of new vocabulary to talk about health

- [Slides presentation](#) of unit vocabulary
 - [Interactive games](#) to practice unit vocabulary (and [Quizizz](#))
- Teacher-created activities for unit vocabulary practice
 - [Las enfermedades y su tratamiento](#)
 - [La visita médica](#) with [audio](#)
- Individual whiteboards to practice unit vocabulary
- Impromptu dialogues
- Interpretative video comprehension activities

- Interpersonal Activity: Battleship using the verb like gustar, doler, to state what hurts to whom
- Interpersonal game: 20 questions

Weeks 2-3: Application of vocabulary and vocabulary assessment. Introduction of new language structure: Talking about wishes, doubts, requests, etc. with present subjunctive

- Individual whiteboards to practice unit vocabulary
- [Interpretive and presentational practice](#)
- Interpretive practice with [audios](#)

Answer direct responses to questions using acquired vocabulary

Impromptu dialogues adding on to last week's vocabulary to incorporate new vocabulary

[Picture prompt](#) presentational writing exercise

[Impersonal Expressions](#)

[Vocabulary assessment](#)

[Introduction to subjunctive](#)

Presentation of new [language structure](#) with subjunctive

Weeks 4-6: Application/use of vocabulary and language structure to talk about wishes, requests, doubts, etc. using present subjunctive.

Slides and video presentations of language structure

[Presentational and interpretive practice](#) to apply new language structure and vocabulary

Teacher-created communicative activities for unit language structure

Online practice activities

Impromptu dialogues adding on to last week's vocabulary to incorporate new language structure

[Hopes, Wishes and Desires Assessment](#)

Interpretive practice with [audios](#) and [presentational practice](#) (GF) with immediate feedback

Teacher-created communicative activities for collaborative learning

Impromptu dialogues with vocabulary to incorporate new language structure

[Presentational practice](#) to apply language structure and vocabulary

Introduction of [Irregular subjunctive forms](#)

[Interpretive and interpersonal practice](#) to apply language structure and vocabulary

Week 7-8: Culmination of unit

- [Assessment of language structure and vocabulary](#)
- [Interpretive and presentational practice](#)
- Impromptu dialogues with vocabulary to incorporate new language structure
- [Presentational practice of language structure y vocabulario](#)

- [Audios y lectura](#)
- [Assessment of language structure and vocabulary](#)
- [Presentational assessment](#)

Modifications

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

Specific Resources for Unit

Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

- Google Apps For Education (GAPE)
 - 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
- Thinglink
- Liveworksheets
- [Locura de marzo](#)
- Texts
 - Classroom Instruction That Works by Robert J. Marzano
 - Spanish-English Dictionary
 - Workbooks
 - Authentic reading materials for comprehension exercises
- Teacher-created worksheets and information
- Technology
 - iPads
 - Chromebooks
 - Personal Devices/Phones
 - Screencastify
 - Viewsonic / myviewboard
 - Loom
 - Remind

Diversity, Equity, & Inclusion

Diversity, Equity & Inclusion

The 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.

[Accommodations and Modifications](#) (link to menu)

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.

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
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.	