

# 02\_Health

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **25-30 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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### **Spanish 8**

The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. An education in world language fosters a population that: communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace, exhibits attitudes, values and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication and values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related and/or financial success in our increasingly interconnected world.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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### *Students will understand that:*

- physical health and well-being are important for all people.
- there are parallel grammar structures between Spanish and English.

### *Essential Questions:*

- Why is physical health and well-being so important?
- How can I express how I am feeling in Spanish?

## **CONTENT AREA STANDARDS**

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WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.

WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
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.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
WRK.K-12.P.4	Demonstrate creativity and innovation.
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.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.7	Plan education and career paths aligned to personal goals.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.

## **STUDENT LEARNING TARGETS**

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## **Declarative Knowledge**

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Students will understand that:

- physical health and well-being are important for all people.
- there are parallel grammar structures between Spanish and English.

## **Procedural Knowledge**

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Students will be able to:

- express their emotions and their well-being.
- converse about health with a doctor and pharmacist.
- express characteristics and conditions using either “ser” or “estar”.
- express origin and location using either “ser” or “estar”.
- utilize “ser” and “estar” appropriately.
- use the object pronouns “me”, “te”, and “nos” to tell what happens to whom.
- use the indirect object pronouns “le” and “les” to tell what happens to others.
- compare and contrast the meaning of the word clinic in Spanish and English.

## **EVIDENCE OF LEARNING**

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### **Alternate Assessments**

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- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences
- Interactive Game Creations

### **Benchmark Assessments**

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### **Formative Assessments**

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1. Teacher prepared worksheets
2. Chain drills
3. Role Play

### **Summative Assessments**

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1. Quizzes/tests
2. Original Skits

### **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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- Textbook/Workbook Ch2
- CD Audio Resource

### **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts - Language Acquisition, Informational Writing

Science - Health

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.