

# 05\_The Body and Health

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

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

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This is an introductory Spanish course continuing on from the topics studied in Spanish Novice 1. It builds on the basics of the Spanish language through the discovery of various Spanish-speaking cultures around the world. The units in this course include habitats around the world, including weather, animals and geographical locations; foods and eating in a restaurant; the house and the family; the body and health; and sports. Students will continue to ask questions in Spanish, as well as form sentences to answer questions in Spanish. This course develops the essential pieces of learning the next level of a world language with an emphasis on reading, writing, listening and speaking. It also uses the three modes of communication: interpretive, interpersonal and presentational. The course uses authentic materials to introduce these topics and allow the students to grow as Spanish speakers, readers, writers and listeners with a background knowledge of Hispanic cultures around the world.

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

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*Students will understand that:*

- there are medical conditions that require special attention.
- there are two verbs that translate to “TO BE”
- the body parts can be used to identify where you are feeling pain in the body.

*Essential questions:*

- How can I express pain in Spanish?
- What body parts are important to know in order to communicate things about my body in Spanish?
- Which medical conditions are important to know in Spanish for identifying emergency situations?

## **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.IPERS.3	Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and

	requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
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.

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

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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.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.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.
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:

- the vocabulary for the body parts are important to know in order to communicate how you are feeling in Spanish.
- the conjugations and the meaning of the verb "DOLER" can be used to express pain in Spanish.
- there are two verbs that signify "TO BE" in Spanish and the context in which to use each (SER/ESTAR).
- there are different expressions for medical situations.
- it is important to know basic vocabulary for the doctor's office for when you travel to Spanish-speaking countries and encounter emergency situations.

## **Procedural Knowledge**

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Students will be able to:

- request and provide information by asking and answering simple, practiced questions, using memorized words and phrases using the body parts and health vocabulary.
- express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals using the body parts and health vocabulary.
- identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to the body parts and health vocabulary.
- respond with actions and/or gestures to oral and written directions, commands, and requests that relate to the body parts and health vocabulary.
- present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on the body parts and health vocabulary.
- dramatize a skits/role-play between a doctor and a patient.
- copy/write words, phrases, or simple guided texts on the body parts and health vocabulary.

## **EVIDENCE OF LEARNING**

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### **Formative Assessments**

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1. Game: Simón dice
2. Game - Pictionary: Students will draw different parts of the body.
3. Writing activity: Describe their monsters and how many body parts the monster has.
4. Exit ticket: Which illnesses are severe enough to warrant a trip to the doctor's office? Which illnesses can be taken care of with non-prescription medications?
5. Simulated dialogue: The doctor's office (doctor/patient)
6. Picture prompt: Students will describe how people feel based on the pictures they are given.
7. Simulated dialogue: The pharmacy (pharmacist/patient)
8. Exit ticket: SER and ESTAR - choose which verb to use based on the context of the sentence.
9. Listening activity: Listen to the Spanish descriptions of the people in pain. Then identify which photo on your pages matches with each verbal description.

### **Summative Assessments**

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1. Project: Students will create a monster using different parts of people's bodies from magazines. They will cut different parts of the body to create one. They will label the parts of the body.
2. Project: Students will create a PowerPoint, a Prezi or illustrate by hand the parts of the body that hurt. They will use different images, the verb DOLER, and the parts of the body.

### 3. Unit test on body parts and the verb DOLER

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

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- SmartBoard activities
- Quizlet
- Glencoe Buen Viaje 1
- Skills for Success: Spanish Middle/High School Workbook
- Skills for Success: Building Spanish Vocabulary
- Jeopardy created game
- Google slides on the body parts [https://docs.google.com/presentation/d/1cbZ4ym3D2-aM\\_4OdQOQkqWn3thOtr4RJqoWnBSIA478/edit?usp=sharing](https://docs.google.com/presentation/d/1cbZ4ym3D2-aM_4OdQOQkqWn3thOtr4RJqoWnBSIA478/edit?usp=sharing)
- Around the World game: El cuerpo <https://docs.google.com/presentation/d/1742xtK8CX7M0aAQQ--qYHeuDHZYEwcfFPNWrHd4O2yE/edit?usp=sharing>
- Matamosca game with the body parts <https://docs.google.com/presentation/d/1PmMczV1EGCIgJdYhJ8ICc56G3kS8-ue9ey3fXbGRjeI/edit?usp=sharing>
- Google slides on the verb DOLER (to hurt) <https://docs.google.com/presentation/d/1sIT0M-XYlopaMOvpjssvQEUWHyqb-kb0rjj5h3IsUk0/edit?usp=sharing>
- Packet "La Salud y El Cuerpo" [https://drive.google.com/file/d/1OhgxKixZzp9OQDOIPbt2iUtmeL\\_Ix7zC/view?usp=sharing](https://drive.google.com/file/d/1OhgxKixZzp9OQDOIPbt2iUtmeL_Ix7zC/view?usp=sharing)

## **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts - Language Aquisition, Information Writing

Visual performing arts - Dramatization

Technology/Multimedia - Educational tech applications

Science & Health - Anatomy

Career Readiness - Professions within the health field. Applicable career options are discussed as they arise throughout the course; career options include but are not limited to business, journalism, education, psychology, social work, politics, research and art.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

