

02-Health

Content Area: **World Language**
Course(s):
Time Period: **Full Year**
Length: **10 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

The course provides students with the fundamental background to speak, to read, to write, and to understand the target language. A great deal of stress is placed on the development of audio-lingual skills including correct pronunciation, intonation, and accentuation. There will be a continued emphasis on the development of listening, speaking, reading and writing skills using the communicative approach. Additional material for development of the reading skills is provided for each student. The units on the culture and civilization of the target culture are expanded.

There will be a continued emphasis on the three modes of communication: interpretive, interpersonal, and presentational. Different opportunities will be provided to develop the listening, speaking, reading and writing skills using the communicative approach. Cultural aspects of the target language/culture will be expanded as well. Students are introduced to songs, movies and short literature selections throughout the year. The use of authentic materials will be provided to each student.

NJDOE Vision:

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding 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 enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand:

- health is important for all people.
- the correct use of grammar and vocabulary to facilitate communication.
- there are differences in the way pharmacies operate in Spain and in Latin America compared with the

U.S.

- good nutrition-Why is it important for our health?

Diversity and Inclusion

- Awareness of diversity & inclusion issues as relating to immigration, history, visual and performing arts, literature, climate, subject area content, population where appropriate in the content area.
- Awareness of political, economic, and social contributions, inclusive of all people, where appropriate to the content area.

Climate Change

Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students' own cultures, population trends in the target culture(s) and the students' own cultures.

CONTENT AREA STANDARDS

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.

WL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
WL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
WL.NH.7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
WL.NH.7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
WL.NH.7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.

WL.NH.7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
WL.NH.7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

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

LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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.4	Demonstrate creativity and innovation.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
TECH.K-12.P.9	Work productively in teams while using cultural/global competence.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- the use of vocabulary is to express feelings.
- physical characteristics and personality qualities are use to talk about certain physical characteristics and personality qualites based on context.
- the vocabulary for the parts of the body/Minor illness will be use to talk about body parts and minor illness in context.
- there are differences between pharmacies in Spain and Latin America compared to United States.

Procedural Knowledge

Students will be able to:

- describe orally and in writing about symptoms and minor illness.
- describe orally and in writing emotions and conditions, describe some feelings, tell where things are and where they are from.

- list things they can do to stay healthy
- describe emotions and conditions, describe some feelings, tell where things are and where they are from using the verbs ser and estar
- tell what happens to them or to someone else using the object pronouns me, te and nos.
- use affirmative and negative words
- identify uses of SER and ESTAR
- identify and use direct object pronouns: me, te, nos
- use the verb Doler in the present tense and preterite tense

EVIDENCE OF LEARNING

Alternate Assessments

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

Formative Assessments

Using the three modes of communication-Interpretive, Interpersonal and Presentational.

Homework.

Role-playing activities-¿Cómo eres? ¿Cómo son los demás?

Paired activities: Make a list of characteristics and personality traits. Divide them into groups. Students to share in groups the list of characteristics and personality traits.

Questions and answers by teacher/students.

Listening activities-Description of people and things/Location (AP activity).

Speaking activities-¿Cómo te sientes? ¿Cómo se sienten los demás? (AP activity).

Reading activities-La nutrición (Buen viaje-Conexiones-Las ciencias naturales).

Writing activities-Describe how you/others feel?

Poster activity-La nutrición-¿Por qué es importante tener una buena nutrición?

Summative Assessments

QUIZZES: Using the three modes of communication: Interpretive, Interpersonal, and Presentational related to health

Examples: Interpretive: Listening to audio/viewing videos/

Interpersonal: speaking with a partner/E-mail

Presentational: Writing or speaking/Presentations

Chapter TEST: Using the three modes of communication: Interpretive, Interpersonal, and Presentational. (Application of vocabulary and grammatical functions in context)

Benchmark Assessment-Mid year Review

Benchmark Assessment- End of year Review

RESOURCES (Instructional, Supplemental, Intervention Materials)

Buen viaje -Glencoe Spanish 1-(Chapter-8-La salud y el médico)

Buen viaje-Glencoe Spanish 1-Practice workbook and audio/visual components

[Weblink](#)

[Weblink](#)

Incorporating visuals within texts

Powerpoints/Google slides

Provide written and oral directions

Pairing students

Sample texts

Authentic documents (Youtube videos)

Videoele

Edpuzzle

Quizlet/Kahoot

Graphic organizers

INTERDISCIPLINARY CONNECTIONS

Language Acquisition

Dramatization

Diversity & Inclusion

Are there pharmacies who distribute different medicines based on the needs of the population?

Climate Change:

Does climate change affect your health?

LA.K-12.NJSLSA.L5

Demonstrate understanding of word relationships and nuances in word meanings.

LA.K-12.NJSLSA.L6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

TH.K-2.1.4.2.Pr

Performing

TH.K-2.1.4.2.Cr2

Organizing and developing ideas.

TH.K-2.1.4.2.Cn10

Synthesizing and relating knowledge and personal experiences to create products.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

Spanish 2 Honors:

- Ask questions about someone's health.
- Describe orally about how someone feels.

- To present and to write about what students do to be healthy.
- Associate basic medical care and remedies to common illnesses.

Differentiation/Accommodations/Modifications

Gifted and Talented	English Learners	Students with 504s	Students with Disabilities	Students at Risk of School Failure
<p>Differentiated Assignments: Provide advanced or more complex assignments that delve deeper into the curriculum content and require critical thinking, analysis, and creativity.</p> <p>Independent Projects: Offer opportunities for independent research projects or self-directed learning related to students' interests or passions.</p> <p>Enrichment Activities: Introduce enrichment activities that extend beyond the standard curriculum, such as workshops, seminars, or competitions in specialized areas of interest.</p> <p>Flexible Pacing: Allow students to progress through the curriculum at their own pace, enabling acceleration or</p>	<p>Language Support: Provide bilingual dictionaries or translation tools to aid in understanding instructions or content. Offer translated materials or instructions in the student's native language when necessary.</p> <p>Simplified Language: Use simpler language, avoid idiomatic expressions, and break down complex sentences to aid comprehension.</p> <p>Provide simplified versions of texts or materials without compromising content depth.</p> <p>Visual Aids and Graphics: Incorporate visual aids, images, charts, or diagrams to support understanding of concepts, especially for visual learners.</p> <p>Contextualization and Real-Life Examples: Relate lessons to real-life scenarios or the</p>	<p>Extended Time: Allow additional time for assignments, tests, or classwork based on the student's needs.</p> <p>Modified Assignments: Provide modified versions of assignments or tests that align with the student's abilities while covering the same educational content.</p> <p>Use of Technology: Permit the use of assistive technology tools (text-to-speech software, speech recognition, calculators) to aid in completing assignments or accessing curriculum materials.</p> <p>Preferential Seating: Allow the student to sit in a specific location in the classroom that</p>	<p>Accessible Instructional Materials: Provide materials in accessible formats such as large print, audio, braille, or digital text to accommodate visual or print disabilities.</p> <p>Extended Time for Assignments/Assessments: Allow additional time for completing assignments or assessments to accommodate processing difficulties or physical limitations.</p> <p>Assistive Technology: Provide access to assistive technology tools (screen readers, speech-to-text software, communication devices) that support learning and communication.</p> <p>Modified Assignments and Assessments: Offer modified versions of assignments or assessments that align with the student's abilities while addressing their disabilities.</p>	<p>Small Group Instruction: Provide small group settings for targeted instruction and support in areas where students struggle.</p> <p>Additional Instructional Time: Offer extended instructional time or after-school tutoring sessions to reinforce concepts and provide extra help.</p> <p>Individualized Learning Plans: Develop individualized plans that address specific academic needs, learning styles, and areas of improvement.</p> <p>Modified Assignments and Assessments: Offer modified assignments or assessments to match the student's</p>

access to higher-level materials if needed.	student's cultural experiences to enhance comprehension and engagement.	supports their learning needs (e.g., closer to the teacher, away from distractions).	Use of Scribes or Readers: Allow the use of scribes or readers for students with motor or visual impairments to assist in writing or accessing written material.	current level of proficiency while ensuring alignment with curriculum standards.
Mentorship and Expert Resources: Provide access to mentors, experts in the field, or external resources to guide and support students in exploring their interests deeply.	Extended Time and Flexible Assignments: Allow extended time for completing assignments or assessments to accommodate the additional time needed for language processing. Modify assignments or assessments to focus more on content understanding rather than language proficiency.	Visual Aids: Provide visual aids such as charts, graphs, or diagrams to support comprehension of complex concepts.	Preferential Seating and Physical Accommodations: Allow seating arrangements that accommodate physical needs, such as closer proximity to the teacher or flexible seating options.	Progress Monitoring and Feedback: Implement regular progress monitoring and provide constructive feedback to track improvement and guide learning strategies.
Complex Problem-Solving Tasks: Present challenging problems or real-world scenarios that require critical thinking, complex analysis, and innovative solutions.	Peer Support and Group Work: Encourage collaborative learning opportunities, group work, or pairings with proficient English speakers to facilitate language practice and interaction.	Chunking Information: Break down tasks or information into smaller, manageable parts to aid in understanding and completion.	Ensure physical accommodations like wheelchair accessibility, adaptive furniture, or sensory-friendly environments.	Use of Multi-Sensory Techniques: Utilize multi-sensory teaching methods to engage students through visual, auditory, and kinesthetic learning experiences.
Extension Activities: Offer specialized activities that cater to the unique interests and abilities of gifted students, allowing them to delve deeper into specific subjects.	Pre-Teaching Vocabulary and Concepts: Introduce key vocabulary and concepts before a lesson to familiarize ELLs with the language they will encounter.	Sensory Accommodations: Implement accommodations for students with sensory needs, such as noise-canceling headphones, a quiet space for breaks, or fidget tools.	Visual and Auditory Supports: Use visual aids, graphic organizers, or auditory cues to reinforce learning and aid comprehension for students with learning disabilities or ADHD.	Flexible Grouping Strategies: Employ flexible grouping strategies, such as peer tutoring, cooperative learning, or ability-based grouping, to support struggling students.
Cross-Grade Opportunities: Provide opportunities for collaboration or participation in higher-level classes or activities across grade levels to meet the advanced learning needs.	Language Scaffolding: Provide step-by-step guidance or support through the use of	Note-Taking Support: Provide copies of class notes or allow the use of a note-taking device (tablet, laptop) to assist in recording information.	Chunking Information and Simplified Language: Break down instructions or information into smaller, more manageable parts to aid understanding and processing.	Positive Reinforcement and Encouragement:

<p>Leadership Roles and Projects: Offer leadership roles within the classroom or school community, empowering gifted students to take on responsibilities and initiatives.</p>	<p>sentence starters, graphic organizers, or structured outlines.</p>	<p>Flexible Testing Environment: Offer a quiet room or alternative setting for exams, adjustments in lighting, or breaks during tests.</p>	<p>Individualized Instructional Strategies: Implement instructional strategies tailored to the student's learning style, strengths, and needs.</p>	<p>Offer positive reinforcement, encouragement, and recognition of effort to boost motivation and self-esteem.</p>
<p>Personalized Learning Plans: Develop personalized learning plans that cater to each student's strengths, interests, and learning styles.</p>	<p>Clarification and Repetition: Encourage teachers to clarify instructions, repeat key points, and check for understanding frequently throughout lessons.</p>	<p>Instructional Modifications: Adjust instructional methods or materials to accommodate the student's learning style or preferences.</p>	<p>Behavioral Supports and Sensory Accommodations: Provide supports to address behavioral challenges, such as positive behavior reinforcement strategies. Accommodate sensory needs through noise reduction, sensory breaks, or sensory tools for students with sensory processing disorders.</p>	<p>Study Skills and Organizational Support: Teach study skills, time management, and organizational strategies to help students become more independent learners.</p>
<p>Field Trips and Experiential Learning: Organize field trips or experiential learning opportunities that go beyond the classroom to enrich their learning experiences.</p>	<p>Cultural Sensitivity: Foster a culturally inclusive environment and acknowledge diverse perspectives within the curriculum content.</p>	<p>Behavioral Supports: Implement behavior management strategies or supports to address any behavioral challenges that affect learning.</p>	<p>Alternative Communication Methods: Support alternative communication methods (sign language, augmentative and alternative communication devices) for students with communication disorders.</p>	<p>Social-Emotional Support: Provide social-emotional learning opportunities and counseling support to address emotional barriers affecting academic performance.</p>
<p></p>	<p>Language Development Activities: Integrate language development activities within the curriculum, such as speaking, listening, reading, and writing in English.</p>	<p>Communication Support: Utilize communication tools or aids for students with speech or language impairments.</p>	<p>Collaboration and Support Services: Foster collaboration between teachers, support staff, and specialists (speech therapists, occupational therapists) to address the diverse needs of students.</p>	<p>Curriculum Modifications: Modify curriculum content or pacing to ensure it meets the students' needs and facilitates understanding.</p>
<p></p>	<p>Assessment Modifications: Offer alternative forms of assessment (oral presentations, projects) to evaluate understanding beyond written exams.</p>	<p>Ensure that the accommodations align with the goals outlined in the student's 504 plan.</p>	<p>Ensure that the</p>	<p>Parent and Community Involvement:</p>

accommodations align with the goals outlined in the student's Individualized Education Plan (IEP).

Engage parents and the community in supporting student learning through workshops, information sessions, or family involvement activities.

Access to Resources and Interventions:
Ensure access to specialized resources, interventions, or intervention specialists to address specific learning challenges.

Alternative Assessments:

Offer alternative forms of assessment that better align with students' strengths and provide a more accurate representation of their knowledge and skills.