

# 03\_Emergencias Médicas / Medical Emergencies

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **10-15 days**  
Status: **Published**

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

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### **Spanish 3CP**

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 languages 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.

This 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 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.

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

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Students will understand:

- there are cultural similarities and differences in verb usage and expressions of body

parts in English and Spanish

- the correct use of grammar and vocabulary is important to facilitate communication.
- geography plays an important role in cultural practices, products and perspectives in medical care in Latin America

#### Essential Questions:

- What are some of the main cultural differences evident in language usage referring to body parts?
- Why is it important to know essential vocabulary terms for medical issues?
- What are some of the essential vocabulary terms to know in case of a medical emergency?
- Can incorrect grammar impede understanding when describing a medical condition or emergency?
- How does geography impact the access to medical care and treatment in Latin America?
- For those who do not have quick access to medical care, can online tools like WebMd be effective?
- How is the present perfect similar in usage and formation in Spanish and English?
- How are comparative phrases in Spanish and English similar? How do they differ?

#### Enduring Understandings:

- The correct use of medical terms and grammar tenses can impact medical care and treatment.
- The access to good medical care and treatment in Latin America is not always easily accessible (like in North America) due to geographical location (particularly for the indigenous groups in the Amazonia and rural areas of Latin America).
- The present perfect is used both in English and Spanish to express actions that have happened in the recent past.
- Comparative phrases in Spanish and English are similar in usage, but differ in cultural references (such as gender/noun agreement).

## **CONTENT AREA STANDARDS**

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WL.II.7.1.II.IPERS.1

Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.

WL.II.7.1.II.IPERS.2

Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

WL.II.7.1.II.IPRET.4

Infer the meaning of some unfamiliar words and ideas in some new contexts.

WL.II.7.1.II.IPRET.5

Compare and contrast some unique linguistic elements in English and the target language.

WL.II.7.1.II.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
WL.II.7.1.II.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.

## **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.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LA.L.9-10.3.A	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
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.)
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.K-12.P.4	Demonstrate creativity and innovation.

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

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Students will understand that:

- vocabulary terms for medical emergencies will facilitate communication in a doctor's

office or hospital.

- correct grammar conjugations for -ar/er/ir verbs in the present perfect tense are essential for communicating injuries or accidents that have taken place in the recent past
- there are similarities and differences in the use of present perfect tense in Spanish and English
- geography may affect the type of medical treatment received in Latin America
- there are similarities and differences in the structural use of comparison phrases in Spanish and English

### **Procedural Knowledge**

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Students will be able to:

- infer the meaning of unfamiliar vocabulary for body parts and medical emergencies in conversational dialogue
- ask and respond to questions about a past injury or accident
- use language creatively in writing to express actions that have taken place in the recent past
- request information about a current or past medical issue.
- combine and recombine learned language to express the impact geography has on medical care received in some Latin-American countries
- compare and contrast the linguistical similarities and difference in grammar usage for phrases using superlatives and phrases of equality in Spanish and English
- use language vocabulary correctly in writing or orally to answer prompts about body parts and medical emergencies

### **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

### **Benchmark Assessments**

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## **Alternate Assessments**

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

## **Formative Assessments**

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Using the two modes of communication-Interpretive and Interpersonal

Do now's/Exit tickets

Homework

Role-playing activities -Students will split into groups and be given scenarios revolving around a trip to the hospital. One person is designated as the doctor, while the others are the patients. The students will detail their pains and the doctor will prescribe a cure.

Paired activities -GIANT DIAGRAM ACTIVITY: Students will be grouped into groups of 4 or 5 and create a GIANT LIFE-SIZED DIAGRAM. Students will label each of the body parts and give their "person" life-like characteristics.

Questions and answers by teacher/students

Listening activities-Using whiteboards to review grammar and vocabulary

TPR activity: Sr. Dice- Teacher will demonstrate and point to parts of the body always saying "Sr. Dice" Students will point as well repeating the body part. If students point to wrong part of body or point when they do not hear Sr. Dice, they will be out.

Interpersonal conversation: Students will create dialogues using the present-perfect tense to describe what happened TODAY. One student will ask the other questions about today's events, and the other will answer... then vice versa.

Listening activity: Teacher will read a passage and students will have a transcript with the verbs left out. Students will fill in the verb form based on what they hear the teacher saying.

Video recap: Students will be shown a short video about "Los Practicantes" and answer

reading comprehension questions. How does geography impact medical care?

## **Summative Assessments**

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### QUIZZES:

Vocabulary and grammar quizzes

Writing- students will use vocabulary words and the present perfect tense to detail a visit to the hospital. Students will write in detail about a body pain or injury and the treatment that follows.

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

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Buen viaje -Glencoe Spanish 2

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

Incorporating visuals within texts

Powerpoints/Google slides/ Nearpod

Provide written and oral directions

Pairing students

Sample texts

Authentic documents

Google Apps - Jamboard

Graphic organizers

## **INTERDISCIPLINARY CONNECTIONS**

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Language Acquisition

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.