



## Spanish 1 - Unit 2 - Cuerpo sano, mente sana (Healthy body, healthy mind)

### Unit Focus

"Cuerpo sano, mente sana". Hand students will be able to express their likes and dislikes about a variety of foods, drinks, and activities in the target language. Through a collaborative jigsaw process using the website [choosemyplate.gov](http://choosemyplate.gov) (in Spanish) students will explore a series of health articles (infographics). They will later reflect on what it means to be a healthy adolescent by designing their own infographic offering tips to their Hand classmates using the Tiger Fitness Center. Through collaborative work students will reflect on their individual contribution to the group process and understand what it means to be "collectively intelligent."

### Stage 1: Desired Results - Key Understandings

| Standard(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Transfer                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>World Readiness Standards for Learning Languages</b><br/> <i>World-Readiness Standards for Learning Languages (All)</i><br/> <b>C.1 COMMUNICATION</b> - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <ul style="list-style-type: none"> <li>• C.1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions</li> <li>• C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics</li> <li>• C.1.3 Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers</li> </ul> <p><b>C.3 CONNECTIONS</b> - Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations</p> <ul style="list-style-type: none"> <li>• C.3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</li> </ul> <p><b>C.4 COMPARISONS</b> - Develop insight into the nature of language and culture in order to interact with cultural competence</p> <ul style="list-style-type: none"> <li>• C.4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</li> </ul> | Meaning                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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## Stage 1: Desired Results - Key Understandings

### Madison Public Schools Profile of a Graduate

- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

**K3** Conjugations of ER and IR verbs in the present tense

**K4** Food and drink vocabulary as it relates to dinner and activities to maintain a healthy lifestyle (see list in stage 3)

**K5** Conjugation of the verb SER and adjective agreement

**K6** Food groups in Spanish

**K7** Qualities of a successful group member

**S3** Using all the forms of ER and IR verbs to communicate.

**S4** Interpreting nutritional information.

**S5** Identifying a variety of activities that lead to healthy living.

**S6** Describing foods using forms of SER and adjectives.

**S7** Working collaboratively to achieve a common objective.

**S8** Categorizing foods into the correct food groups.