Spanish 5 - Unit 3 - El mundo real - The real world

Unit Focus

All students will learn to apply their Spanish skills in the real world as they take on the roles of patient and medical personnel. The exploration of medical Spanish will help prepare students in the event that they need medical treatment during any future travel abroad, and also will benefit any students who plan to enter the medical field professionally. In the second portion of this unit, students will explore their intended career, learning Spanish vocabulary that will be applicable in the real world. Along the way, students will write a resume and prepare for a job interview in Spanish. Ultimately, students will write a cover letter and participate in a mock interview for their dream job. Welcome to the real world!

Stage 1: Desired Results - Key Understandings

Standard(s)

World Readiness Standards for Learning Languages
World-Readiness Standards for Learning Languages (All)
C.1 COMMUNICATION - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
• C.1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions
• C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics
• 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
C.2 CULTURES - Interact with cultural competence and understanding
• C.2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
C.3 CONNECTIONS - Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations
• 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.
C.5 COMMUNITIES - Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world
• C.5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Transfer

Students will be able to independently use their learning to...
T1 Initiate communication on and respond effectively to a given topic based on interactions/exchanges.
T2 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)
T3 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.

Meaning

Understanding(s)

Students will understand that...
U1 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)
U2 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)
U3 One can use language skills to pursue personal interests and broaden his/her opportunities.

Essential Question(s)

Students will keep considering...
Q1 How do I express how I'm feeling if I don't know every word I want to say?
Q2 Is what I'm saying and doing culturally appropriate?
Q3 Is what I'm saying understood?
Q4 How can Spanish broaden my career options and opportunities?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 Medical vocabulary (generated by students)
K2 Variety of grammar concepts as they relate to the medical field, including but not limited to Tu vs

Skill(s)

Students will be skilled at...
S1 Communicating your medical issue to a doctor and explaining what happened

Stage 1: Desired Results - Key Understandings		
Madison Public Schools Profile of a Graduate • Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2)	Ud, Doler , Reflexives (mejorarse, enfermarse, cansarse, resfriarse, dormirse) , Hace + time (ago) , Circumlocution ..... **K3** Variety of cultural points as they relate to communicating medical needs **K4** Career related vocabulary (based on student interest) and important vocabulary related to building a resume/interview process **K5** Variety of grammar concepts helpful to career exploration and interviewing, including but not limited to: present perfect and the subjunctive	**S2** Circumlocuting effectively when you don't know every word in the target language **S3** Using grammar concepts correctly in the context of medical and career scenarios **S4** Interpreting a variety of texts related to health/medicine and careers **S5** Interviewing and writing a resume in a way that accurately reflects your skills and strengths as a job candidate.