

Spanish in Healthcare	
<b>CURRICULUM/CONTENT AREA</b>	<b>COURSE LENGTH</b>
Spanish in Healthcare	1 semester
<b>GRADE LEVEL</b>	<b>DATE LAST REVIEWED</b>
10-12	8/2022
<b>PREREQUISITE(s) if applicable</b>	<b>BOARD APPROVAL DATE</b>
Spanish level 3	12/2022
<b>PRIMARY RESOURCE if applicable</b>	
DESIRED RESULTS	
<b>COURSE DESCRIPTION AND PURPOSE</b>	
Spanish in Healthcare is a course designed for students interested in the medical field with an emphasis in Hispanic language and culture. Students will explore the medical field while focusing on communicative skills and engagement experiences with the local and global Spanish speaking communities. This course can be paired with a medical strand of the LAUNCH program. This course is also an elective opportunity that will aid students in completing their Wisconsin Global Scholars certificate. Students will have experiences with healthcare professionals within this course.	
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
Students will understand that...	Students will keep considering...
Comparing and contrasting one's own and other language and culture enables individuals to gain new insight about self and the world.	Who is part of the Spanish-Speaking community?
Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines.	How do people from different cultures view health care? How does that influence the way in which I communicate with others?
Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretive and presentational modes of communication.	How do I greet a patient/client/colleague in the target language?
Culture and language are inseparable; they influence and reflect each other.	How do I communicate about symptoms/treatments/advice in the target language?
The study of world languages enables individuals to participate in multiple communities and enriches their experiences.	How do I express my thoughts, feelings and ideas about medical topics?
<b>PRIORITY STANDARDS</b>	
Students will know and be able to...	
<b>Standard 1 Interpretive Communication:</b>	
Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding</i> of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	
<b>Standard 2 Interpersonal Communication:</b>	
Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	
<b>Standard 3 Presentational Communication:</b>	
Students use the target language and cultural knowledge to <i>present information, concepts, and ideas</i> on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	
<b>SUPPORTING STANDARDS</b>	
Students will know and be able to...	
<b>Standard 4 Intercultural Communication</b>	
Students use the target language and cultural knowledge to <i>investigate, compare, explain, interact, and reflect</i> on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	
<b>Standard 5 Global Competence and Community Engagement</b>	
Students use the target language and cultural knowledge to <i>investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions</i> within their local and global communities.	

The Spanish-speaking World		
STAGE 1: DESIRED UNIT RESULTS <i>What will students understand as a result of the unit?</i>		STAGE 2: ASSESSMENT EVIDENCE <i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>
UNIT ESSENTIAL QUESTION (s):	THEME:	PROFICIENCY TARGET:
Who is part of the Spanish-Speaking community? How do people from different cultures view health care? How does that influence the way in which I communicate with others?	The Spanish-speaking world and its healthcare	Novice High
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
<b>Standard 1 Interpretive Communication:</b> Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding</i> of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can <u>interpret, analyze, and demonstrate understanding</u> of <i>authentic informational texts</i> from diverse communities and contexts. 1.b. I can <u>interpret, analyze, and demonstrate understanding</u> of <i>authentic fictional texts</i> from diverse communities and contexts. 1.c. I can <u>interpret, analyze, and demonstrate understanding</u> of <i>authentic conversations and discussions</i> from diverse communities and contexts.	Students will listen to an authentic greeting/introduction in the target language, then summarize the conversation. Students will discuss how important knowledge of the culture impacted the interaction.  <a href="#">Interpretive Communication Rubric</a>
<b>Standard 2: Interpersonal Communication (IP)</b> —Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a. I can <u>exchange information, and ideas</u> about <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions. 2.b. I can <u>meet my needs or address situations</u> related to <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions. 2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	Given an authentic situation, students demonstrate the ability to greet and introduce oneself in a culturally appropriate manner using relevant healthcare vocabulary (introduction skit/ interview).  <a href="#">Interpersonal Communication Rubric</a>
<b>Standard 3: Presentational Communication (PS)</b> —Students use the target language and cultural knowledge to <i>present information, concepts, and ideas</i> on topics of relevance to their lives and broader communities to <i>inform, explain, persuade, and narrate</i> for diverse audiences within and beyond the learning environment.	3.a. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>describe their lives, experiences, and events</i> . 3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>convey a preference, opinion, or persuasive argument</i> . 3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>inform, describe, or explain</i> .	<i>Oral presentation on a Spanish speaking culture in our community.</i> <a href="#">Presentational Rubric</a>
SUPPORTING STANDARDS AND LEARNING TARGETS		
<b>Standard 4: Intercultural Communication (IC)</b> —Students use the target language and cultural knowledge to <i>investigate, compare, explain, interact, and reflect</i> on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	4.d. I can <u>use culturally appropriate behaviors</u> as I interact with members of their local and global communities.	<i>Students will write a reflection in their portfolio about the local cultural perspectives in the Hispanic Community related to healthcare. Students should draw from classroom learning as well as career based experiences.</i>
<b>Standard 5: Global Competence and Community Engagement (GCE)</b> —Students use the target language and cultural knowledge to <i>investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions</i> within their local and global communities.	5.d. I can <u>use and improve</u> my language skills and cultural knowledge to <i>engage with others to improve conditions toward sustainable development and collective well-being</i> .	
Stage 3: PLAN LEARNING EXPERIENCES		
<i>A brief summary of the key learning activities- How will students build knowledge &amp; develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i>		
<i>Students will be able to...</i> <b>KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES</b>	<i>Students will know...</i> <b>KEY CULTURAL AND LINGUISTIC KNOWLEDGE</b> <i>(i.e.-Vocabulary, Grammatical Structures), Syntax)</i>	<i>Teachers will engage learners in the 3 modes and provide feedback with...</i> <b>INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, &amp; AUTHENTIC RESOURCES/ OTHER RESOURCES</b>
identify the Geography of the Spanish-speaking world	Vocab: Nationalities, Family structures	Goal: Introduce self to others (Register/proper usage of Ud/tú)
make culturally appropriate introductions	usage of "tú/Ud"	
demonstrate understanding of different Cultural Perspectives (with detail - Medical)		
demonstrate an understanding of the Local Hispanic Culture and Community		

<i>Help, please (Ayuda, por favor)</i>		
STAGE 1: DESIRED UNIT RESULTS <i>What will students understand as a result of the unit?</i>		STAGE 2: ASSESSMENT EVIDENCE <i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>
UNIT ESSENTIAL QUESTION (s):	THEME:	PROFICIENCY TARGET:
How do people from different cultures view health care? How does that influence the way in which I communicate with others?	Checking In & Getting Treatment for Common Injuries and Ailments	Novice High, Intermediate Low
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
<b>Standard 1: Interpretive Communication:</b> Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.</i>	1.a. I can <u>interpret, analyze, and demonstrate understanding of authentic informational texts</u> from diverse communities and contexts. 1.b. I can <u>interpret, analyze, and demonstrate understanding of authentic fictional texts</u> from diverse communities and contexts. 1.c. I can <u>interpret, analyze, and demonstrate understanding of authentic conversations and discussions</u> from diverse communities and contexts.	Given an authentic audio clip or text associated with communication between a patient and medical staff member, students will summarize key details of the interaction and note potential cultural differences.  <a href="#">Interpretive Rubric</a>
<b>Standard 2: Interpersonal Communication (IP)</b> —Students use the target language and cultural knowledge to <i>negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.</i>	2.a. I can <u>exchange information, and ideas</u> about <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions. 2.b. I can <u>meet my needs or address situations</u> related to <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions. 2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	Assessment Role Play prompt: Partner A: You are in the waiting area at the hospital. In the target language, explain "Why should I get to go first?". Include a description of your injuries and ailments. Partner B: You are the receptionist in the waiting area at the hospital. In the target language, ask questions about the patient's needs and explain the process to be seen next.  <a href="#">Interpersonal Rubric</a>
<b>Standard 3: Presentational Communication (PS)</b> —Students use the target language and cultural knowledge to <i>present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.</i>	3.a. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>describe their lives, experiences, and events.</i> 3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>convey a preference, opinion, or persuasive argument.</i> 3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>inform, describe, or explain.</i>	Students will create a visual aid that would be found in the entry of a medical facility to support native speakers' communication of ailments.  <a href="#">Presentational Communication Rubric</a>
SUPPORTING STANDARDS AND LEARNING TARGETS		
<b>Standard 4: Intercultural Communication (IC)</b> —Students use the target language and cultural knowledge to <i>investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.</i>	4.d. I can <u>use culturally appropriate behaviors</u> as I interact with members of their local and global communities.	<i>Students will write a reflection in their portfolio about the local cultural perspectives in the Hispanic Community related to healthcare. Students should draw from classroom learning as well as career based experiences.</i>
<b>Standard 5: Global Competence and Community Engagement (GCE)</b> —Students use the target language and cultural knowledge to <i>investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.</i>	5.d. I can <u>use and improve</u> my language skills and cultural knowledge to <i>engage with others to improve conditions toward sustainable development and collective well-being.</i>	
Stage 3: PLAN LEARNING EXPERIENCES		
<i>A brief summary of the key learning activities- How will students build knowledge &amp; develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i>		
<i>Students will be able to...</i> KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES	<i>Students will know...</i> KEY CULTURAL AND LINGUISTIC KNOWLEDGE <i>(i.e.-Vocabulary, Grammatical Structures), Syntax)</i>	<i>Teachers will engage learners in the 3 modes and provide feedback with...</i> INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
Can I greet a patient/client/colleague in the target language?		
Can I have a conversation about symptoms/treatments/advice in the target language?		
use functional chunks: Me duele, Yo tengo dolor de..., participles/condition adjectives	Vocab: Body (external), basic injury	Goal: Communicate basic injuries and needs
identify ailments and body parts		
communicate with a patient that has entered to a medical situation		

In the clinic		
STAGE 1: DESIRED UNIT RESULTS <i>What will students understand as a result of the unit?</i>		STAGE 2: ASSESSMENT EVIDENCE <i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>
UNIT ESSENTIAL QUESTION (s):	THEME:	PROFICIENCY TARGET:
Can I greet a patient/client/colleague in the target language?  Can I have a conversation about symptoms/treatments/advice in the target language?	Common illnesses in the community	Novice High, Intermediate Low
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
<b>Standard 1 Interpretive Communication:</b> Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding</i> of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can <u>interpret, analyze, and demonstrate understanding</u> of <i>authentic informational texts</i> from diverse communities and contexts.  1.b. I can <u>interpret, analyze, and demonstrate understanding</u> of <i>authentic fictional texts</i> from diverse communities and contexts.  1.c. I can <u>interpret, analyze, and demonstrate understanding</u> of <i>authentic conversations and discussions</i> from diverse communities and contexts.	Given an authentic text, students will summarize the ailments of the patient and treatment plan. OR Students read authentic advertisements of medical products and identify key ailments and treatments.  <a href="#">Interpretive Communication Rubric</a>
<b>Standard 2: Interpersonal Communication (IP)</b> —Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a. I can <u>exchange information, and ideas</u> about <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.  2.b. I can <u>meet my needs or address situations</u> related to <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.  2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	Assessment role play prompt: Have a conversation between patient and doctor in the target language about symptoms, treatment, and advice.  <a href="#">Interpersonal Communication Rubric</a>
<b>Standard 3: Presentational Communication (PS)</b> —Students use the target language and cultural knowledge to <i>present information, concepts, and ideas</i> on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	3.a. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>describe their lives, experiences, and events</i> .  3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>convey a preference, opinion, or persuasive argument</i> .  3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>inform, describe, or explain</i> .	Students will write a brief treatment plan that a doctor would give to a patient.  <a href="#">Presentational Communication Rubric</a>
SUPPORTING STANDARDS AND LEARNING TARGETS		
<b>Standard 4: Intercultural Communication (IC)</b> —Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	4.d. I can <u>use culturally appropriate behaviors</u> as I interact with members of their local and global communities.	Students will write a reflection in their portfolio about the local cultural perspectives in the Hispanic Community related to healthcare. Students should draw from classroom learning as well as career based experiences.
<b>Standard 5: Global Competence and Community Engagement (GCE)</b> —Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.	5.d. I can <u>use and improve</u> my language skills and cultural knowledge to <i>engage with others to improve conditions toward sustainable development and collective well-being</i> .	
Stage 3: PLAN LEARNING EXPERIENCES		
<i>A brief summary of the key learning activities- How will students build knowledge &amp; develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i>		
Students will be able to... KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES	Students will know... KEY CULTURAL AND LINGUISTIC KNOWLEDGE <i>(i.e.-Vocabulary, Grammatical Structures), Syntax)</i>	Teachers will engage learners in the 3 modes and provide feedback with... INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
use functional chunks: Ser/Estar, Creo que/Debe tomar...	Vocab: Body (internal), temporary illnesses, symptoms	Goal: Describe symptoms, give logical advice
make recommendations to patients	(soft skills, empathy, using the language to help family to feel informed/supported)	

Time to travel		
STAGE 1: DESIRED UNIT RESULTS <i>What will students understand as a result of the unit?</i>		STAGE 2: ASSESSMENT EVIDENCE <i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>
UNIT ESSENTIAL QUESTION (s):	THEME:	PROFICIENCY TARGET:
Can I greet a patient/client/colleague in the target language?  Can I have a conversation about symptoms/treatments/advice in the target language? How do people from different cultures view health care? How does that mold the way in which I communicate with others?	Long term illnesses & Medical Issues around the world	Novice High, Intermediate Low
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
<b>Standard 1 Interpretive Communication:</b> Students use the target language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can interpret, analyze, and demonstrate understanding of authentic informational texts from diverse communities and contexts.  1.b. I can interpret, analyze, and demonstrate understanding of authentic fictional texts from diverse communities and contexts.  1.c. I can interpret, analyze, and demonstrate understanding of authentic conversations and discussions from diverse communities and contexts.	Given authentic readings on medical issues, students will analyze different claims & supporting evidence to medical care.  <a href="#">Interpretive Communication</a>
<b>Standard 2: Interpersonal Communication (IP)</b> —Students use the target language and cultural knowledge to negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a. I can exchange information, and ideas about relevant issues and diverse topics in linguistically and culturally responsive interactions.  2.b. I can meet my needs or address situations related to relevant issues and diverse topics in linguistically and culturally responsive interactions.  2.c. I can express, react to, and support ideas, preferences, and opinions about relevant issues and diverse topics in linguistically and culturally responsive interactions.	In a Debate/Socratic seminar format and using STUDENT-generated questions (Costa's levels of Questions), students will discuss medical issues people encounter around the world, express their thoughts, and pitch potential solutions.  <a href="#">Interpersonal Communication Rubric</a>
<b>Standard 3: Presentational Communication (PS)</b> —Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	3.a. I can present information and ideas in linguistically and culturally responsive ways to describe their lives, experiences, and events.  3.b. I can present information and ideas in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument.  3.c. I can present information and ideas in linguistically and culturally responsive ways to inform, describe, or explain.	Create an infographic about long term illnesses affecting the Spanish speaking world. <a href="#">Presentational Rubric</a>
SUPPORTING STANDARDS AND LEARNING TARGETS		
<b>Standard 4: Intercultural Communication (IC)</b> —Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	4.d. I can use culturally appropriate behaviors as I interact with members of their local and global communities.	Students will write a reflection in their portfolio about the local cultural perspectives in the Hispanic Community related to healthcare. Students should draw from classroom learning as well as career based experiences.
<b>Standard 5: Global Competence and Community Engagement (GCE)</b> —Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.	5.d. I can use and improve my language skills and cultural knowledge to engage with others to improve conditions toward sustainable development and collective well-being.	
Stage 3: PLAN LEARNING EXPERIENCES		
<i>A brief summary of the key learning activities- How will students build knowledge &amp; develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i>		
Students will be able to... KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES	Students will know... KEY CULTURAL AND LINGUISTIC KNOWLEDGE <i>(i.e.-Vocabulary , Grammatical Structures), Syntax)</i>	Teachers will engage learners in the 3 modes and provide feedback with... INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
express their thoughts and opinions about medical issues	Vocab: Medical conditions	Goal: Discuss with others your opinions and possible solutions for widespread illnesses
direct others using appropriate commands.  Long term illnesses / What medical issues do people face around the world?		

Job fair		
STAGE 1: DESIRED UNIT RESULTS <i>What will students understand as a result of the unit?</i>		STAGE 2: ASSESSMENT EVIDENCE <i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>
UNIT ESSENTIAL QUESTION (s):	THEME:	PROFICIENCY TARGET:
How do people from different cultures view health care? How does that mold the way in which I communicate with others?	The day-to-day of medical careers: doctors and nurses	Novice High, Intermediate Low
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
Standard 1: Interpretive Communication: Students use the target language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can interpret, analyze, and demonstrate understanding of authentic informational texts from diverse communities and contexts.	Using authentic text (audio or written) on job interviews and careers, students will analyze positive and negative attributes of job candidates.  <a href="#">Interpretive Communication Rubric</a>
	1.b. I can interpret, analyze, and demonstrate understanding of authentic fictional texts from diverse communities and contexts.	
	1.c. I can interpret, analyze, and demonstrate understanding of authentic conversations and discussions from diverse communities and contexts.	
Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge to negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a. I can exchange information, and ideas about relevant issues and diverse topics in linguistically and culturally responsive interactions.	In small group, students will interview for a job as a medical volunteer.  <a href="#">Interpersonal Communication Rubric</a>
	2.b. I can meet my needs or address situations related to relevant issues and diverse topics in linguistically and culturally responsive interactions.	
	2.c. I can express, react to, and support ideas, preferences, and opinions about relevant issues and diverse topics in linguistically and culturally responsive interactions.	
Standard 3: Presentational Communication (PS)—Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	3.a. I can present information and ideas in linguistically and culturally responsive ways to describe their lives, experiences, and events.	Students will write potential interview questions that one may encounter for various medical careers.  <a href="#">Presentational Communication Rubric</a>
	3.b. I can present information and ideas in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument.	
	3.c. I can present information and ideas in linguistically and culturally responsive ways to inform, describe, or explain.	
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC)—Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	4.d. I can use culturally appropriate behaviors as I interact with members of their local and global communities.	Students will write a reflection in their portfolio about the local cultural perspectives in the Hispanic Community related to healthcare. Students should draw from classroom learning as well as career based experiences.
Standard 5: Global Competence and Community Engagement (GCE)—Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.	5.d. I can use and improve my language skills and cultural knowledge to engage with others to improve conditions toward sustainable development and collective well-being.	
Stage 3: PLAN LEARNING EXPERIENCES		
<i>A brief summary of the key learning activities- How will students build knowledge &amp; develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i>		
<i>Students will be able to...</i> <b>KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES</b>	<i>Students will know...</i> <b>KEY CULTURAL AND LINGUISTIC KNOWLEDGE</b> <i>(i.e.-Vocabulary, Grammatical Structures), Syntax)</i>	<i>Teachers will engage learners in the 3 modes and provide feedback with...</i> <b>INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, &amp; AUTHENTIC RESOURCES/ OTHER RESOURCES</b>
use the functional chunks: conditional (me gustaría, querría..., espero que...)	Vocab: Medical Personnel, Dr/Nurse actions, Medical departments, pharmacy tech, etc.	Goal: Describe to a candidate what their job will entail. Answer questions about your role
What do Doctors and nurses do on a daily basis?		
Can I greet a patient/client/colleague in the target language?		
Can I have a conversation about symptoms/treatments/advice in the target language?		

Priority Standards & Learning Target Unit Reference		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>Standard 1 Interpretive Communication:</b> Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding</i> of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can <u>interpret, analyze, and demonstrate understanding</u> of <i>authentic informational texts</i> from diverse communities and contexts.	X	X	X	X	X
	1.b. I can <u>interpret, analyze, and demonstrate understanding</u> of <i>authentic fictional texts</i> from diverse communities and contexts.	X	X	X	X	X
	1.c. I can <u>interpret, analyze, and demonstrate understanding</u> of <i>authentic conversations and discussions</i> from diverse communities and contexts.	X	X	X	X	X
<b>Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.</b>	2.a. I can <u>exchange information, and ideas</u> about <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.	X	X	X	X	X
	2.b. I can <u>meet my needs or address situations</u> related to <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.	X	X	X	X	X
	2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	X	X	X	X	X
<b>Standard 3: Presentational Communication (PS)—Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.</b>	3.a. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>describe their lives, experiences, and events</i> .	X	X	X	X	X
	3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>convey a preference, opinion, or persuasive argument</i> .	X	X	X	X	X
	3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>inform, describe, or explain</i> .	X	X	X	X	X