Spanish 3 - Unit 2 - Protegiendo nuestra salud (Protecting our health)

Unit Focus

In this second unit of Spanish 3 students will consider various aspects of health and wellness in the United States and abroad. They will learn about healthcare practices in other countries and compare them with our own. Unit activities will include discussions about taking care of our minds and bodies, mental health practices, meditation and exercising in Spanish, and investigation of healthy eating. Ultimately, students will work in teams to create a wellness video that is shared with the class.

Stage 1: Desired Results - Key Understandings

Standard(s)

ACTFL World Readiness Standards for Learning Languages

- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1)
- Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C.1.2)
- 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.1.3)
- 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.2.1)
- Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures (C.3.2)
- 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. (C.4.1)
- Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (C.4.2)
- Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (C. 5.2)

Transfer

Students will be able to independently use their learning to...

T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.

T2 Initiate communication on and respond effectively to a given topic based on interactions/exchanges.

T3 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)

Meaning

Understanding(s)

Students will understand that...

U1 Effective readers, listeners, and viewers access texts in order to build knowledge in cultural context.

U2 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)

U3 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)

U4 Individuals engage in stress reducing activities in order to maintain a balanced lifestyle.

Essential Question(s)

Students will keep considering...

Q1 What am I trying to say and how do I say it?

Q2 What does the source or text say? What does it mean?

Q3 How do I use my target language to work with others to achieve a common goal?

Q4 How can I stay physically and mentally healthy?

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 Present tense -regular and irregular verbs, and reflexive verbs (focus on yo form)

K2 Various cultural elements relating to health and wellness in Spanish-speaking countries

Skill(s)

Students will be skilled at...

S1 Working collaboratively to achieve a common objective.

S2 Reading and interpreting texts at the intermediate level.

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** Vocabulary relating to health/wellness and the body, including idiomatic expressions **K4** Present subjunctive conjugations **K5** Impersonal expressions (with and without the subjunctive) **K6** Ordinal numbers	**S3** Using the present tense to communicate about health and wellness at home and abroad **S4** Expressing recommendations about how to live a healthy lifestyle (including what not to do) **S5** Communicating about how to manage health/wellness including how we feel when we are well v. unwell **S6** Sequencing events and instructions