

# World Language 2: Health, Illness, and Medicine

## ESTABLISHED GOALS:

### Competencies:

- Students will demonstrate the ability to exchange information, concepts, and ideas with a variety of speakers and/or readers in order to interact with cultural competence and understanding.
- Students will demonstrate the ability to present information, concepts, and ideas to an audience of listeners in order to communicate with cultural competence and understanding.
- Students will demonstrate the ability to present information, concepts, and ideas to an audience of readers in order to communicate with cultural competence and understanding.
- Students will demonstrate the ability to interpret information from a variety of authentic audio resources in order to connect with diverse cultural perspectives
- Students will demonstrate the ability to interpret information from a variety of authentic print resources in order to connect with diverse cultural perspectives
- Students will demonstrate the ability to describe relationships among products, practices and perspectives in order to compare them across cultures.

### Content Standards:

- WRSLL 1.1: interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- WRSLL 1.2: understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- WRSLL 1.3: 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
- WRSLL 2.1: use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- WRSLL 2.2: use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied
- WRSLL 3.1: build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- WRSLL 3.2: access and evaluate information and diverse

## Transfer

*Students will be able to independently use their learning to **communicate effectively in the target language with cultural competence and understanding.***

## Meaning

### ENDURING UNDERSTANDINGS

*Students will understand that...*

- the study of another language fosters a better understanding of one's own language and culture.
- the language we use changes with the situation and recipient audience.
- world language learning offers opportunities to uncover big ideas in and about other disciplines.
- the study of another language expands one's personal and professional opportunities.

### ESSENTIAL QUESTIONS

- Are you what you eat?
- What is healthy living?
- Is access to healthcare a human right?

## Acquisition

*Students will know...*

- that reflexive verbs are used to express personal hygiene.
- that personal hygiene varies depending on the time of day.
- that medical care and practices vary from culture to culture.
- that access to medical care varies from culture to culture.
- that fitness and nutrition vary from culture to culture.
- that worldly diseases vary from culture to culture.
- that the imperative form is used in giving and receiving medical advice.
- that the forms of the imperative vary depending on the setting and situation.
- that there are cultural norms of etiquette and respect that are used when conversing with others.
- that effective communication involves the integration of multiple verb tenses and moods.

*Students will be skilled at...*

- communicating and exchanging information about familiar topics using phrases and simple sentences, sometimes supported by memorized language;
- handling short social interactions in everyday situations by asking and answering simple questions:
  - o exchanging some personal information.
  - o exchanging information using texts, graphs, or pictures
  - o asking for and giving simple directions
  - o making plans with others
  - o interacting with others in everyday situations
- often understanding words, phrases, and simple sentences related to everyday life.
- recognizing pieces of information and sometimes understanding the main topic of what is being said:
  - o sometimes understanding simple questions or statements on familiar topics
  - o understanding simple information when

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>perspectives that are available through the language and its cultures.</p> <ul style="list-style-type: none"> <li>● WRSLL 4.1: use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</li> <li>● WRSLL 4.2: use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</li> <li>● WRSLL 5.1: use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</li> <li>● WRSLL 5.2: set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</li> </ul> | <ul style="list-style-type: none"> <li>● that questioning and sentence structure vary from language to language.</li> <li>● that there is agreement between the subject and verb.</li> <li>● that verbs are conjugated differently from the present to the past tense.</li> <li>● that the preterite tense is used to express completed actions in the past tense.</li> <li>● that there is agreement in gender and number between adjectives and the nouns that they modify.</li> <li>● that negative sentence structure varies from language to language.</li> <li>● that speaking, listening, reading and writing skills are developed by using the interpersonal, interpretative and presentational modes of communication.</li> <li>● that cultural products and practices are influenced by geographical location.</li> <li>● that all cultures have distinct beliefs, values, products, and practices.</li> <li>● that the intersection of diverse cultures creates a globalized society.</li> </ul> <p><u>vocabulary:</u> <i>body parts, common expressions of pain, ailments and diseases, expressions related to medical treatment, expressions related to healthy lifestyle choices, key words that trigger the past tense</i></p> <p><u>thematic sub-topics and situations:</u> <i>A visit to the doctor, giving and receiving medical advice, worldly diseases, access to healthcare in target region</i></p> <p><u>target region:</u> <i>France, Mexico, Germany</i></p> | <p>presented with pictures and graphs</p> <ul style="list-style-type: none"> <li>○ sometimes understanding the main topic of conversations that are overheard.</li> <li>● understanding familiar words, phrases, and sentences within short and simple texts related to everyday life</li> <li>● sometimes understanding the main idea of what was read: <ul style="list-style-type: none"> <li>○ usually understanding short simple messages on familiar topics</li> <li>○ sometimes understanding short, simple descriptions with the help of pictures or graphs.</li> <li>○ sometimes understanding the main idea of published materials</li> <li>○ understanding simple everyday notices in public places on familiar topics</li> </ul> </li> <li>● presenting personal information and information on some other very familiar topics using a variety of words, phrases, and memorized expressions: <ul style="list-style-type: none"> <li>○ presenting information about themselves and others using words and phrases</li> <li>○ expressing their likes and dislikes using words, phrases, and memorized expressions</li> <li>○ presenting information about familiar items in their immediate environment</li> <li>○ talking about their daily activities using words, phrases, and memorized expressions</li> <li>○ presenting simple information about something that has been learned using words, phrases, and memorized expressions</li> </ul> </li> <li>● writing short messages and notes on familiar topics related to everyday life: <ul style="list-style-type: none"> <li>○ writing information about their daily lives in a letter, blog, discussion board, or email message</li> <li>○ writing short notes using phrases and simple sentences</li> <li>○ writing about a familiar experience or event using practiced material</li> <li>○ writing basic information about things that have been learned</li> <li>○ asking for information in writing</li> </ul> </li> <li>● Identifying some common products and practices</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                        |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        |  | <p>of cultures:</p> <ul style="list-style-type: none"> <li>○ identifying some common products related to home and community life of other cultures and their own</li> <li>○ identifying some common practices related to home and community life of other cultures and their own</li> <li>● identifying some basic cultural beliefs and values: <ul style="list-style-type: none"> <li>○ identifying some beliefs and values related to age, gender, social class, and ethnicity</li> <li>○ identifying some characteristics of national identity</li> <li>○ identifying ways in which cultures are globalized</li> </ul> </li> <li>● functioning at a survival level in an authentic cultural context: <ul style="list-style-type: none"> <li>○ imitating some simple patterns of behavior in familiar settings across cultures</li> <li>○ using memorized language and very basic cultural knowledge to interact with others</li> <li>○ using memorized language and very basic knowledge of the culture to accomplish simple, routine tasks</li> </ul> </li> </ul> |
| <b>Content Area Literacy Standards</b> |  | <b>21<sup>st</sup> Century Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| not applicable                         |  | <ul style="list-style-type: none"> <li>● <i>manage goals and time</i></li> <li>● <i>be self-directed learners</i></li> <li>● <i>interact effectively with others</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

**ACTFL Proficiency Guidelines 2012: Speaking: Novice-Mid, Reading, Writing, Listening: Novice-High**

|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading</b>   | At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.                                                                                                                                                                                                                                                               |
| <b>Writing</b>   | Writers at the Novice High sublevel are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur. |
| <b>Listening</b> | At the Novice High sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.                                                                                                                                                                                                                                                                                                                                      |
| <b>Speaking</b>  | Speakers at the Novice Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.                                               |

| <b>Evaluative Criteria</b> | <b>Assessment Evidence</b> |
|----------------------------|----------------------------|
|                            | PERFORMANCE TASK(S):       |
|                            | OTHER EVIDENCE:            |

*Summary of Key Learning Events and Instruction*

***Language Arts Integration***

- 1.OA.1 Use

***Mathematics Integration***

- 1.OA.1 Use

***Technology Integration***

- 1.OA.1 Use

***District Materials***