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UNIT NARRATIVE

In the unit "La salud y el bienestar," students will embark on an exploration of health and wellness within the rich cultural contexts of Colombia and Ecuador. They will discuss various health topics, including healthcare systems, traditional medicine, and alternative treatments, while learning to express emotions such as doubt and concern regarding health issues. Through engaging activities, students will practice giving advice and recommendations about healthy lifestyles, as well as providing clear instructions related to wellness practices. They will also describe specific situations involving health, drawing from real-life examples, such as the integration of bike paths in Bogotá that promote physical activity and community well-being.

Culturally, the unit will examine the significance of traditional healing methods in Colombia, the role of pharmacies and alternative medicine in Ecuador, and the ongoing efforts to combat diseases in Colombia. Conversational activities will encourage discussions about healthy foods, while a final writing project will have students create an advice sheet promoting healthier living.

Through this unit, students will not only enhance their Spanish language skills but also gain valuable insights into health practices and cultural perspectives in the Spanish-speaking world. This unit is tied to the AP Spanish Language and Culture theme of Science and Technology and Global Challenges.

CONTENT STANDARDS

Below are the standards **taught** and **assessed** in this unit.

World-Readiness Standards for Learning Languages (ACTFL)		Supporting Standards
Communication (C1)	<ol style="list-style-type: none"> Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions. (Interpersonal Mode) Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (Interpretive Mode) Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences, readers, or viewers. (Presentational mode) 	N/A
Cultures (C2)	<ol style="list-style-type: none"> Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the culture studied. Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the culture studied. 	N/A
Connections (C3)	<ol style="list-style-type: none"> Build, reinforce, and expand their knowledge of other disciplines while using Spanish to develop critical thinking and to solve problems creatively. Access and evaluate information and diverse perspectives that are available through Spanish and its cultures. 	N/A
Comparisons (C4)	<ol style="list-style-type: none"> Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. 	N/A
Communities (C5)	<ol style="list-style-type: none"> Use Spanish both within and beyond the school to interact and collaborate in their community and the globalized world. Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 	N/A

Major Content	Supporting & Additional Content
<p>Communication</p> <ul style="list-style-type: none"> Determine the meaning of new vocabulary terms in Spanish to describe health symptoms. Engage in written and spoken exchanges using appropriate grammar and vocabulary. Demonstrates comprehension of audio and written texts. 	<p>Writing:</p> <ul style="list-style-type: none"> Use commands and the subjunctive to give advice on how to lead a healthier lifestyle. <p>Reading:</p>

<ul style="list-style-type: none"> • Can infer information from a text. • Can resume information, main ideas and details that support a text. <p>Cultures</p> <ul style="list-style-type: none"> • Demonstrates and understanding of the culture and alternative medicine and healers from Colombia. • Demonstrates and understands different social perspectives in different Latin American countries. • Learn about the ways in which Colombia is setting up ways to have their citizens be healthier. • Pharmacies in Latin American countries. <p>Connections and Comparisons</p> <ul style="list-style-type: none"> • Making connections to art of Diego Velazquez’s works to our daily life. • Reading about the art of Diego Velazquez and his role in the Spanish court. <p>Grammar Components</p> <ul style="list-style-type: none"> • The subjunctive in noun clauses • The commands • Por vs Para 	<ul style="list-style-type: none"> • Students will analyze the use of similes in the short story “Mujeres de ojos grandes” by Angeles Mastreta.
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UNDERSTANDINGS AND QUESTIONS

Important big ideas and processes for the unit.

Key Understandings
<p>Big Ideas</p> <ul style="list-style-type: none"> • Language in Action: Utilizing the subjunctive mood to express emotions, propose solutions, and convey doubt, allowing for nuanced communication about complex topics. • Interconnectedness of Health and Culture: Health practices, including traditional and modern medicine, are deeply rooted in cultural beliefs and values. Understanding these connections enhances appreciation for diverse healthcare systems. • Role of Environment in Health: The natural environment influences physical health and wellness. Initiatives like bike paths in Bogotá highlight how urban design can promote healthier lifestyles. • Community and Healthcare: Collective efforts are essential in addressing public health challenges. Students will explore how communities in Colombia and Ecuador respond to health crises and disease prevention. • Emotional and Psychological Aspects of Health: Health is not just a physical condition; emotional responses such as doubt, fear, and hope play a significant role in health experiences and decision-making. <p>Processes</p> <ul style="list-style-type: none"> • Analysis and Discussion: Students will engage in text analysis on traditional medicine in Colombia and alternative practices in Ecuador, followed by discussions that encourage critical thinking about different healthcare systems.

- **Role-Playing and Simulations:** Students will participate in role-playing exercises where they give health advice or enact scenarios involving healthcare interactions, helping them practice language skills in realistic contexts.
- **Literary Analysis:** Students will read and analyze texts that incorporate similes and figurative language, fostering deeper comprehension and appreciation for literary techniques.
- **Creative Writing:** Students will create an advice sheet that promotes healthy living, synthesizing their knowledge and language skills to convey practical recommendations effectively.
- **Reflection and Personal Connection:** Throughout the unit, students will reflect on their own health choices and cultural influences, encouraging personal connections to the material and promoting self-awareness.

Key Questions

1. What influences our health-related behaviors and decisions?
2. What can we do to prevent illnesses and diseases?
3. What are the similarities/differences among the different Spanish-speaking countries' health care systems?

ROADMAP

Suggested daily guide for instruction in this unit.

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
<p>Lesson 1 Introduction to vocabulary</p>	<p>SWBAT apply and categorize vocabulary describing illness, symptoms, health, wellness, medicines and treatments by creating a Frayer model that includes word definition, grammatical category, and sentence.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 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. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Learners use the language to investigate, explain, and reflect on the nature of the language studied and their own. 		<ul style="list-style-type: none"> •
<p>Lección 2 Vocabulary Practice</p>	<p>SWBAT apply vocabulary describing illness, symptoms, health, wellness, medicines and treatments by exchanging simple spoken information and by interpreting a series of basic statements through a variety of media.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share 		

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	<p>information, reactions, feelings, and opinions.</p> <ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 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. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Learners use the language to investigate, explain, and reflect on the nature of the language studied and their own. 		
<p>Lesson 3 Fotonovela Una excursión a la sierra</p>	<p>SWBAT analyze comprehensible input from free-flowing discourse by watching the Fotonovela and interpreting unit vocabulary being used in a conversational context and by answering comprehension questions.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 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. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>relationship between the practices and perspectives of the cultures studied.</p> <ul style="list-style-type: none"> • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p>Connections</p> <ul style="list-style-type: none"> • C3.1 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. • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. 		
<p>Lesson 4 Cultural Reading De abuelos y chamanes</p>	<p>SWBAT Explain the use of alternative medicine in Colombia, the importance of recreational spaces in Bogota and compare the health system of the United States to that of Spanish/speaking countries by reading a short informative text about these topics, discussing what they learned and answering comprehension questions based on textual evidence.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 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. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. 		

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	<p>Connections</p> <ul style="list-style-type: none"> • C3.1 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. • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.2 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. <p>Communities</p> <ul style="list-style-type: none"> • C5.1 School and Global Communities. Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. 		
Lesson 5 Flash Cultura	<p>SWBAT Compare and contrast pharmacies and the services they provide in Ecuador and their community by analyzing an authentic video about pharmacies in Ecuador, answering comprehension questions and formulating statements of comparison.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 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. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to 		

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	<p>investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Connections</p> <ul style="list-style-type: none"> • C3.1 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. • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.2 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. <p>Communities</p> <ul style="list-style-type: none"> • C5.1 School and Global Communities. Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. 		
Lesson 6 Cultural Comparison Introduction	SWBT identify and name the steps for creating a cultural comparison. SWBT define “productos,” “prácticas,” and “perspectivas.”		
Lesson 7 Cultural Comparison Outline	SWBAT use and follow an outline to create a cultural comparison and record it.		
Lesson 8 Cultural Comparison as a class	SWBAT deconstruct a prompt to create and record a cultural comparison.		
Lesson 9 Cultural Comparison in pairs	SWBAT create and record a cultural comparison with a partner.		
Lesson 10 Cultural Comparison Independently	SWBAT create and record a cultural comparison independently.		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
<p>Lesson 11 The subjunctive in noun clauses</p>	<p>SWBAT accurately conjugate verbs in the present subjunctive mood in noun clauses by expressing doubt, disbelief, denial or certainty both orally and in writing in different contexts.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 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. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 		
<p>Lesson 12 The subjunctive in noun clauses practice</p>	<p>Continued form last lesson: SWBAT accurately conjugate verbs in the present subjunctive by making recommendations to others about their health habits.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 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. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 		
<p>Lesson 13 Formal and Informal Commands</p>	<p>SWBAT differentiate the uses of formal and informal commands both orally and in writing in different contexts by telling others what to do.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 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. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 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. 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 		
<p>Lesson 14 Por vs Para</p>	<p>SWBAT differentiate the uses of prepositions “por” and “para” by describing multiple situations and their purpose both orally and in writing.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 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. <p>Connections</p> <ul style="list-style-type: none"> • C3.1 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. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 		
<p>Lesson 15 Cultural Video</p>	<p>SWBAT Analyze health issues as they relate to different stages of life by watching a short</p>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
<p>“Ayúdame a recordar”</p>	<p>cultural film and listening for vocabulary and grammar structures studied in this unit and by answering comprehension questions.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 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. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p>Connections</p> <ul style="list-style-type: none"> • C3.1 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. • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.2 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. <p>Comparisons</p>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<ul style="list-style-type: none"> • C4.2 Cultural Comparisons. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. 		
<p>Lesson 16 Short story "Mujeres de ojos grandes" by Angeles Mastreta</p>	<p>SWBAT analyze a short story about a sick child whose mother uses stories about her ancestors to bring back her health by describing features of the story such as narrator, setting, tone, etc. and explaining the uses of similes in the story.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 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. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 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. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied. <p>Connections</p> <ul style="list-style-type: none"> • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language 		<ul style="list-style-type: none"> •

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>to develop critical thinking and to solve problems creatively.</p> <ul style="list-style-type: none"> • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.2 Cultural Comparisons. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. 		
<p>Lesson 17 Cultural Reading “Colombia gana la guerra a una vieja enfermedad”</p>	<p>SWBAT Identify the steps that Colombia took to eradicate the black fly disease by reading, analyzing and answering comprehension questions about the article “Colombia gana la Guerra a una vieja enfermedad”</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 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. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 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. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain and reflect on the 		

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	<p>relationship between the products and perspectives of the cultures studied.</p> <p>Connections</p> <ul style="list-style-type: none"> • C3.1 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. • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.2 Cultural Comparisons. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. 		
Lesson 18 Review	SWBAT integrate unit vocabulary, grammar, and cultural material by completing unit review activities for the Unit 4 Exam.	<p>Unit 4 Exam Review</p> <p>You may want to use the Descubre Atando Cabos Activites and the Self-Assessment.</p>	<p>Descubre Atando Cabos</p> <p>Descubre Repaso</p> <p>Descubre Autoevaluación</p>
Refer to your region's scope and sequence for scanning deadlines	<p>Unit 4 Exam</p> <p>Suggested Date: February 10</p>		
Success/Flex Days	<p>Success/Flex Days</p> <p>February 11-12</p>		
Optional/Cultural Lessons AfroLatinidad for Black History Month	<p>Materials for this lesson have already been created. You can access them via Curriculum Corner within the Spanish I tile.</p> <p>Teachers will need to use the Lesson Internalization One-pager to help them break brown the lesson.</p>		Lesson Internalization Protocol

UNPACKED STANDARDS

Focus standards for this unit.

Standards Clarification QUESTIONS		
Standards	Specificity	Notes/Explanations/Examples
<p><i>ACTFL C1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i></p>	<p>Break Down Standard:</p> <ul style="list-style-type: none"> • Skills: Interpersonal communication in spoken, signed or written forms; negotiating meaning during conversations; sharing information, reactions, feelings, and opinions. • Knowledge: Vocabulary related to health; familiarity with cultural practices related to health in Spanish-speaking countries. • Concepts: Health, disease, and healthcare systems; emotional expression and communication strategies; giving instructions and advice. <p>Define Expectations: Students should learn to:</p> <ul style="list-style-type: none"> • Engage in meaningful conversations regarding health and emotions. • Express their opinions and reactions effectively. • Understand and discuss cultural perspectives on health and medicine in Colombia and Ecuador. <p>Instruction and Assessment Strategies:</p> <p>Teaching Methods:</p> <ul style="list-style-type: none"> • Role-playing scenarios related to healthcare conversations. • Group discussions on health topics, encouraging students to share opinions and advice. • Cultural presentations about traditional medicine. <p>Assessment Ideas:</p> <ul style="list-style-type: none"> • Performance assessments through role-plays where students must negotiate meaning in conversations. • Written assignments where students create an advice sheet promoting healthier lifestyle. 	<p><i>The ACTFL C1.1 standard emphasizes the importance of interpersonal communication, focusing on negotiation of meaning in conversations. In the context of the Spanish 3 unit "La salud y el bienestar," students will engage with health-related topics and cultural insights from Colombia and Ecuador. Learning targets include effective communication about health, providing advice, expressing emotions, giving instructions, and describing situations. Instructional strategies will encompass role-plays, group discussions, and written assignments, with assessments designed to evaluate both spoken and written communication skills in the context of health and wellness.</i></p> <p><i>This standard is aligned to the following AP Spanish Language and Culture standards:</i></p> <p><i>5.A Understand and apply appropriate communication strategies in interpersonal speaking.</i></p> <p><i>5.B Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.</i></p> <p><i>6.A Understand and apply appropriate communication strategies in interpersonal writing.</i></p> <p><i>6.B Understand and apply appropriate and varied syntactical expressions in interpersonal writing.</i></p>
<p><i>ACTFL C1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i></p>	<p>Break Down Standard:</p> <ul style="list-style-type: none"> • Skills: Interpretive communication, analysis of content, understanding context. 	<p><i>In this Spanish 3 unit titled "La salud y el bienestar," students will engage with the ACTFL C1.2 standard by interpreting and analyzing health-related communication. They will focus on skills related to</i></p>

Standards Clarification QUESTIONS		
Standards	Specificity	Notes/Explanations/Examples
	<ul style="list-style-type: none"> Knowledge: Health-related vocabulary, cultural practices related to healthcare, and the significance of traditional medicine. Concepts: The role of healthcare systems, emotional expression in communication. <p>Define Expectations: Students should learn to:</p> <ul style="list-style-type: none"> Understand and analyze health-related information in Spanish. Discuss and express opinions about health and healthcare systems in various Latin American cultures. Use appropriate vocabulary to express emotions, doubts, and commands effectively. <p>Instruction and Assessment Strategies:</p> <p>Teaching Methods:</p> <ul style="list-style-type: none"> Use multimedia resources (videos, articles) to expose students to various healthcare topics. Incorporate group discussions and role-playing activities to practice conversational skills. Assign readings related to health, fostering comprehension and critical thinking. <p>Assessment Ideas:</p> <ul style="list-style-type: none"> Conduct formative assessments through quizzes on vocabulary and comprehension of readings. Use peer assessments during role-play to evaluate conversational skills and emotional expression. Assess written assignments for clarity, cultural relevance, and grammatical accuracy. 	<p><i>reading, conversation, and writing while exploring cultural topics such as traditional medicine in Colombia and healthcare systems in Ecuador. Learning targets include the ability to interpret texts, engage in discussions, and produce written advice on healthy living. Instructional strategies will emphasize multimedia resources, group discussions, and formative assessments to enhance understanding and communication proficiency in Spanish.</i></p> <p><i>This standard is aligned to the following AP Spanish Language and Culture standards:</i></p> <p><i>1.A Describe the literal meaning of the text.</i></p> <p><i>1.B Describe data.</i></p> <p><i>3.A Interpret the distinguishing features of a text.</i></p> <p><i>3.B Interpret the meaning of a text.</i></p> <p><i>4.A Determine the meaning of a variety of vocabulary.</i></p> <p><i>4.B. Use words appropriate for a given context.</i></p>
<p>ACTFL C1.3 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.</p>	<p>Break Down Standard:</p> <ul style="list-style-type: none"> Skills: Presenting information, concepts, and ideas clearly and effectively. Knowledge: Understanding various topics related to health, healthcare systems, and cultural practices in Spanish-speaking countries. 	<p><i>The ACTFL C1.3 Presentational Communication standard emphasizes the importance of effectively presenting health-related topics to diverse audiences. In the Spanish 3 unit "La salud y el bienestar," students will develop skills in health communication, advice-giving, emotional expression, instructional communication, and detailed description. Instructional strategies will include multimedia presentations, group discussions, and role-playing activities, while assessments will focus on</i></p>

Standards Clarification QUESTIONS		
Standards	Specificity	Notes/Explanations/Examples
	<ul style="list-style-type: none"> Concepts: The impact of healthcare systems in Latin American countries. <p>Define Expectations:</p> <ul style="list-style-type: none"> Students should learn to effectively present information on health, healthcare systems, traditional medicine, and cultural practices in Spanish-speaking countries. They should be able to inform, explain, persuade, and narrate using appropriate media, demonstrating an understanding of their audience's needs. <p>Instruction and Assessment Strategies:</p> <p>Instructional Methods:</p> <ul style="list-style-type: none"> Use multimedia presentations (slideshows, videos) to showcase health topics. Facilitate group discussions where students can practice presenting health-related information. Incorporate role-playing activities to simulate healthcare scenarios. <p>Assessment Ideas:</p> <ul style="list-style-type: none"> Evaluate student presentations based on clarity, engagement, and adaptability to the audience. Use peer assessments for group discussions to encourage collaborative learning. Assign a writing task where students create an advice sheet promoting healthier lifestyles, assessing clarity and effectiveness. 	<p><i>presentation clarity, peer feedback, and written communication.</i></p> <p><i>This standard is aligned to the following AP Spanish Language and Culture standards:</i></p> <p><i>7.A Plan and research an issue or topic for presentational speaking.</i></p> <p><i>7.B Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.</i></p> <p><i>7.C Use appropriate language and vocabulary for the intended audience in presentational speaking.</i></p> <p><i>7.D Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.</i></p> <p><i>8.A Plan and research an issue or topic for presentational writing.</i></p> <p><i>8.B Use appropriate writing strategies to communicate an idea in presentational writing.</i></p> <p><i>8.C Understand and apply appropriate and varied syntactical expressions in presentational writing.</i></p> <p><i>8.D Express a perspective with details and examples to illustrate an opinion or idea in written presentations.</i></p>

VERTICAL STANDARDS-Spanish Standards are not scaffolded. What is scaffolded is the themes and the skills- these stay the same.

This section details the **progression** of key student expectations/standards** in the courses **before** and **after** this course. This will help you understand what **prior knowledge skills to build upon** and guide you in knowing what **skills you are preparing your students for** in the subsequent course.

Spanish I	Spanish II	AP Spanish
<ul style="list-style-type: none"> • Object pronouns • Personal pronouns • Forming informal commands • Writing using simple sentences • Introduction to cultural comparison 	<ul style="list-style-type: none"> • Reinforce the use of the subjunctive mood • Reinforce the use of informal commands • Introduction to Formal Commands • Formal vs Informal Commands • Writing using simple and complex sentences • Annotating while reading for comprehension 	<ul style="list-style-type: none"> • Using complex grammar structures when writing persuasive and analytical essays • Using complex grammar structures when maintaining conversations • Using art to compare common themes to literary selections

VOCABULARY GLOSSARY

Domain-specific words and definitions for this unit.

Key Content Vocabulary						
<i>List and define key vocabulary terms</i>						
Related Vocabulary						
Los síntomas y las enfermedades		La salud y el bienestar		Los médicos	Las medicinas y los tratamientos	
la depresión	enfermarse	la alimentación		la cirugía	el analgésico	poner (se) una inyección
la enfermedad	estar resfriado(a)	la autoestima		el/la cirujano(a)	la aspirina	recuperarse
a gripe	lastimarse	el bienestar		la consulta	el calmante	sanar
la herida	permanecer	el estado de animo		el consultorio	los efectos secundarios	tratar
el malestar	ponerse bien/mal	la salud		la operación	el jarabe para la tos	vacunarse
la obesidad	sufrir de	adelgazar		los primeros auxilios	la pastilla	curativo(a)
el resfriado	tener buen/mal	dejar de fumar		la sala de emergencias	la receta	
la respiración	aspecto	descansar			el tratamiento	
la tensión (alta/baja)	tener fiebre	engordar			la vacuna	
la tos	toser	estar a dieta			la venda	
el virus	agotado(a)	mejorar			el yeso	
contagiarse	inflamado(a)	prevenir			curarse	
desmayarse	mareado(a)	relajarse				
empeorar		trasnochar				
		sano(a)				