

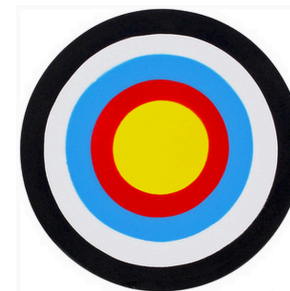
# SPANISH 3 DLI H

Unit 4	<p><b>AP Theme(s):</b>  <b>Science and Technology/Global Challenges</b></p> <ul style="list-style-type: none"> <li>• Health Care and Medicine</li> <li>• Social Welfare</li> </ul>	<p><b>Learning Oriented Assessments:</b>            1. Quick writes &amp; reflective journal, 2. Interpersonal Situation Cards,            3. Interpersonal Speaking-Academic Language, 4. Cultural Comparison,            5. Cortometraje/Flashcultura, 6. Independent Reading (student choice)</p> <p><b>Unit Integrated Assessment:</b> Cultural Comparison Essay</p> <ol style="list-style-type: none"> <li>1. Interpretive Reading- infographic &amp; article</li> <li>2. Presentational Writing- 5-paragraph Persuasive Essay</li> </ol>	<p><b>Estimated Time:</b>            5-6 weeks</p>
--------	--	--	--

**Proficiency Target = full control within Intermediate Mid**

- ★ Create with language (adapt learned material to express personal meaning)
- ★ Ask and answer questions
- ★ Deal with simple social situations
- ★ Topics focusing on “me”
- ★ Use of discrete sentences and strings of sentences
- ★ Full control in present tense, partial control in past and future tenses

**...plus scaffolded practice with Advanced level texts and tasks**



**Essential Questions:**

**How does my place in the global community affect my well being?**

- How do my choices affect my health and well being?
- What is the role of science and technology in the general well being of people?
- How are health needs similar and unique across groups of people?
- Why do health services look different in other countries and cultures?

**Cultural Competencies:**

**Products:**

- Dulces (p. 129)
- Farmacias (p. 133)
- Ciclovías (p. 131)
- Maru (Fernando Miñarro, 2010, p. 152)

**Practices:**

- Scientific vs. natural treatments
- Home remedies
- Gender roles in health, food and medicine

**Perspectives**

- Compare how various cultures define medicine
- Compare what is considered healthy/unhealthy
- Points of view on *curanderas* and healing

Utah World Language Indicators		Student Learning Targets
<b>Interpretive Listening</b>	IH.II.1: I can easily understand information or interactions.	- I can understand an interview between a student reporter and foreign visitors about activities they have done and are planning to do while in town.
	IH.II.2: I can understand a few details in ads, announcements and other simple recordings.	- I can demonstrate understanding of basic details from a video about activities in target cultures (e.g. Ciclovía de Bogotá) through presentational writing.
	IH.II.3: I can sometimes understand situations with complicating factors.	- I can demonstrate understanding of a video about healthy/unhealthy practices (e.g. Eramos pocos).
<b>Interpretive Reading</b>	IM.IR.1: I can understand simple personal questions.	- I can demonstrate understanding of personal questions about my health and wellbeing in a conversation.
	IM.IR.2: I can understand basic information in ads, announcements, and other simple texts.	- I can demonstrate understanding of a short article about health care alternatives (e.g. De abuelos y chamanes) by discussing natural and scientific medicine in target cultures.
	IM.IR.3: I can understand the main idea of what is read for personal enjoyment.	- I can determine the main idea of authentic readings related to health care and wellbeing (e.g. Las mujeres de ojos grandes)
	IM.IR.4: I can read simple written exchanges between other people.	
<b>Presentational Speaking</b>	IM.PS.1: I can make a presentation about my personal and social experiences.	- I can present my perspectives on my experiences with the health care system (e.g. What do you do if you are sick?)
	IM.PS.2: I can make a presentation on something I have learned or researched.	- I can demonstrate understanding of a short article about health care alternatives (e.g. De abuelos y chamanes) by discussing natural and scientific medicine in target cultures.

	IM.PS.2: I can make a presentation about common interests and issues and state my viewpoint.	<ul style="list-style-type: none"> <li>- I can defend my perspective on a topic related to healthcare and wellbeing using outside resources (e.g. Should people be required to be vaccinated?)</li> </ul>
<b>Presentational Writing</b>	IM.PW.1: I can write on a wide variety of familiar topics using connected sentences.	<ul style="list-style-type: none"> <li>- I can frequently communicate my perspective on topics related to healthcare and wellbeing in short, written responses (e.g. bellwork questions).</li> </ul>
	IM.PW.2: I can write short reports about something I have learned or researched.	<ul style="list-style-type: none"> <li>- I can demonstrate understanding of basic details from a video about activities in target cultures (e.g. Ciclovía de Bogotá) through presentational writing.</li> </ul>
	IM.PW.3: I can compose communications for public distribution.	<ul style="list-style-type: none"> <li>- I can research and create a persuasive, informational flyer convincing readers to follow advice on topics of health care and wellbeing (e.g. The importance of diet and exercise; The reasons to get vaccinated or not; The role of holistic medicine in society).</li> </ul>
<b>Interpersonal Speaking</b>	IM.IC.1: I can start, maintain, and end a conversation on a variety of familiar topics.	<ul style="list-style-type: none"> <li>- I can demonstrate understanding of personal questions about my health and wellbeing in a conversation.</li> <li>- I can discuss sports and describe the kinds of sports I like. I ask questions to maintain a conversation. (AAPPL task)</li> </ul>
	IM.IC.2: I can talk about my daily activities and personal preference.	<ul style="list-style-type: none"> <li>- I can discuss how my daily activities relate to my health and wellbeing (e.g. exercise, diet)</li> </ul>
	IM.IC.3: I can use my language to handle tasks related to my personal needs.	<ul style="list-style-type: none"> <li>- I can communicate my needs related to my health and wellbeing (e.g. symptoms, conditions, allergies, pain)</li> </ul>
	IM.IC.4: I can exchange information about subjects of special interest to me.	<ul style="list-style-type: none"> <li>- I can communicate my needs related to my health and wellbeing (e.g. symptoms, conditions, allergies, pain)</li> </ul>
<b>Cultural Products and Practices</b>	I.CPP.1: I can explore and reference current and past examples of authentic cultural products and practices.	<ul style="list-style-type: none"> <li>- I can discuss the role of culture in health and wellbeing (e.g. Ciclovía, public medicine, natural medicine)</li> </ul>
	I.CPP.2: I can compare and contrast some common products of other cultures and my own.	<ul style="list-style-type: none"> <li>- I can discuss the role of specific healthcare practices (e.g. Farmacias, chamanes, hospitales)</li> </ul>

	I.CPP.3: I can compare and contrast some behaviors or practices of other cultures and my own.	- I can relate healthcare practices in the US to target cultures (e.g. Farmacias, chamanes, hospitales)
<b>Cultural Perspectives</b>	I.CP.1: I can describe some basic cultural viewpoints.	- I can describe a viewpoint of natural medicine versus scientific medicine.
	I.CP.2: I can make some generalizations about a culture.	- I can compare/contrast health and wellbeing practices present in target cultures and the US(e.g. US practice vs others)
<b>Cultural Interaction</b>	I.CIA.1: I can handle short interactions with peers and colleagues in familiar situations at school, work, or play.	- I can present my perspectives to my peers in familiar situations (e.g. class discussions).
	I.CIA.2: I can recognize and refer to elements of traditional and pop culture.	
	I.CIA.3: I can sometimes recognize when I have caused cultural misunderstanding and try to correct it.	- I can recognize false cognates related to health and wellbeing (e.g. constipado, embarazado)

### Visual Sources (e.g. art, photos, infographics, charts):

- Access to mental health services <http://www.washingtonlawhelp.org/resource/video-public-mental-healthcare-for-washington?lang=ES>
- *Maru*, por Fernando Miñarro (p.152)
- Poster of Tour de France bikers smoking [http://www.sportsposterwarehouse.com/detail\\_BP-08\\_474\\_tourismokersart\\_hm.html](http://www.sportsposterwarehouse.com/detail_BP-08_474_tourismokersart_hm.html)

### Readings:

- **De abuelos y chamanes** (p.130-1)
- **La ciclovía de Bogotá** (p.131)
- Mujeres de ojos grandes- Último cuento; sin título, por Ángeles Mastretta (p.152-155)
- **La ciencia: la nueva arma en una guerra antigua** (p.158)
- Citas célebres (p.125), Apuntes culturales (p.129) - select quotes for daily journaling or discussion

### Audio/Video:

- Flashcultura: La farmacias (p.133)
- Bilirrubina, Juan Luis Guerra (cloze activity)
- Ciclovía de Bogotá (currently has English and subtitles! Search for alternative video.) [www.streetfilms.org/ciclovia](http://www.streetfilms.org/ciclovia)
- Soto, Alejandro. (2010, August 18). **Derecho a la salud**. YouTube. Retrieved 2012, from [http://www.youtube.com/watch?v=MMywRq\\_vjJ0](http://www.youtube.com/watch?v=MMywRq_vjJ0)

**Bold = text of focus for this unit**