Spanish 3/Unit 1 En el Consultorio

This is Unit 1 of 5 for the year. This is a 7 week unit. Students will learn about the Spanish-speaking world. Students will learn how to describe how they feel physically and how to talk about health and medical conditions.

Essential Questions:
How do I feel?
How do I talk about health and medical conditions?

Proficiency Target - Interpersonal

<table>
<thead>
<tr>
<th>Intermediate</th>
<th>Mid</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Can Statements</td>
<td></td>
</tr>
</tbody>
</table>
- I can exchange some information with others about health services in Spanish-speaking countries.
- I can talk with someone about illnesses and accidents.
- I can talk about some common home remedies and medicinal plants used in the Spanish-speaking world.
- I can prepare a similar commercial with a classmate.
- I can discuss some details with others about Argentina’s contributions to medicine.

Proficiency Target - Speaking

<table>
<thead>
<tr>
<th>Intermediate</th>
<th>Mid</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Can Statements</td>
<td></td>
</tr>
</tbody>
</table>
- I can name some parts of the body.
- I can describe a visit to a medical office.
- I can pronounce words correctly using written accent marks as a guideline.
- I can describe some details about curanderos and chamanes.
- I can talk about past actions that are not completed.
- I can narrate a series of past actions.
- I can describe an ongoing past action.
- I can express habitual past actions and events.
- I can describe physical and emotions states in the past.
- I can talk about activities without identifying the person doing them.
- I can describe unplanned events.
- I can describe how, when, and where actions take place.
- I can explain how physical pain is expressed through music in a TV commercial.
- I can provide some details about hospitals and health systems in Argentina

Proficiency Target - Listening

<table>
<thead>
<tr>
<th>Intermediate Mid</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Can Statements</td>
</tr>
</tbody>
</table>
- I can recognize expressions to discuss medical conditions.
- I can recognize phrases related to describing remedies.
- I can understand the main topics in a written interview.
- I can identify a patient’s symptoms in a recorded conversation with his doctor.
- I can associate feelings and emotions to certain types of music.
- I can recognize and understand some information about Costa Rica’s geography, culture, and economy.

Proficiency Target - Reading

<table>
<thead>
<tr>
<th>Intermediate Mid</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Can Statements</td>
</tr>
</tbody>
</table>
- I can recognize expressions to discuss medical conditions.
- I can recognize phrases related to describing remedies.
- I can use what I already know about a familiar topic to better understand a reading selection.
- I can explain how physical pain is expressed through music in a TV commercial.
- I can recognize and understand some information about Costa Rica’s geography, culture, and economy.

Proficiency Target - Writing

<table>
<thead>
<tr>
<th>Intermediate Mid</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Can Statements</td>
</tr>
</tbody>
</table>
- I can describe some details about curanderos and chamanes.
- I can express actions that are completed in the past.
- I can express the beginning or end of a past action.
- I can express habitual past actions and events.
- I can describe physical and emotions states in the past.
- I can describe unplanned events.
- I can describe how, when, and where actions take place.
- I can write a narrative, using the preterite and imperfect tenses appropriately.
- I can explain how physical pain is expressed through music in a TV commercial.
- I can prepare a similar commercial with a classmate.
- I can provide some details about hospitals and health systems in Argentina.
## Assessments:

<table>
<thead>
<tr>
<th>Diagnostic:</th>
<th>Formative:</th>
<th>Summative:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Essential questions</td>
<td>1. Vocabulary quizzes</td>
<td>1. Unit test</td>
</tr>
<tr>
<td>3. Class participation</td>
<td>3. Games and songs</td>
<td>3. Project</td>
</tr>
<tr>
<td>4. Q&amp;A</td>
<td>4. Labeled drawings</td>
<td></td>
</tr>
<tr>
<td>5. Digital components?</td>
<td>5. Listening practice</td>
<td></td>
</tr>
</tbody>
</table>

## Standards to address in Unit:

### Communication – Interpersonal Mode (IP)

- **ML3.PS1. IP1** Students exchange spoken and written information and ideas in the target language such as: Expressing needs, desires, feelings and emotions; Exchanging opinions, references; Giving detailed descriptions and asking questions and providing answers.
- **ML3.PS2. IP2** Students initiate, sustain and close oral and written exchanges while reflecting in the present, future and past tenses; exchanging information through conversations, notes; and beginning self-correction.

### Communication – Interpretive Mode (INT)

- **ML3.PS3. INT1** Students identify main ideas and supporting details as well as comprehend current events and issues presented in a variety of media in the target language.

### Communication - Presentational Mode (P)

- **ML3.PS4 .P1** Students are able to summarize and communicate in increasingly complex sentences in the past, present and future the main ideas and supporting details from a variety of sources.

### Cultural Perspectives, Practices, and Products (CU)

- **ML3.PS5 .CU1** Students are able to participate in real or simulated cultural events, discussing patterns of behavior associated with them.

### Connections, Comparisons and Communities (CCC)

- **ML3.PS6 .CCC1** Students recognize the influence of the target language on their own language as well as its reinforcement of information acquired in other content areas.
- **ML3.PS7 .CCC4** Students will be able to give information and understand the impact of major current events on the target culture(s).
- **ML3.PS8 .CCC5** Students illustrate how the target language and culture(s) studied are evident in and through media, entertainment, and technology.

## Know:

- Names of parts of the body
- Symptoms and medical conditions
- Health professions
- Health terms
- Medical terms

## Understand:

- Health services in Spanish speaking countries
- Similarities and differences between doctors and healers and shamans.
- Meaning of music in Hispanic countries
- Medical contributions of Hispanic countries
- Culture, geography and economic information about Costa Rica.

## Do:

- Describe how I feel physically
- Talk about health and medical conditions
- Speaking and writing about an illness or accident
- Listening for specific information related to health
- Talk in the past
- Use impersonal constructions with se
- Use se for unplanned events
- Form adverbs using (adjective) + -mente
- Use common adverbs and adverbial expressions
<table>
<thead>
<tr>
<th>Major Concepts: (Consider all 4/5 Cs)</th>
<th>Concept 1</th>
<th>Concept 2</th>
<th>Concept 3</th>
<th>Concept 4</th>
<th>Concept 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>Health professions</td>
<td>Symptoms and medical conditions</td>
<td>Past tense</td>
<td>Impersonal and unplanned events</td>
<td>Health services in Spanish countries</td>
</tr>
</tbody>
</table>

### Essential Vocabulary:

**Las partes del cuerpo**

**Verbos**

- caerse: to fall (down)
- dañar: to damage; to break down
- darse con: to bump into; to run into
- doler (o:ue): to hurt
- enfermarse: to get sick
- estar: to be sick
- estornudar: to sneeze
- lastimarse (el pie): to injure (one's foot)
- olvidar: to forget
- poner una inyección: to give an injection
- prohibir: to prohibit
- recetar: to prescribe
- romperse (la pierna): to break (one's leg)
- sacar(se) un diente: to have a tooth removed
- ser alérgico/a (a): to be allergic (to)
- sufrir una enfermedad: to suffer an illness
- tener dolor (m.): to have pain
- tener fiebre (f.): to have a fever
- tomar la temperatura: to take someone's temperature
- torcerse (o:ue) (el tobillo): to sprain (one's ankle)
- toser: to cough

**Adjetivos**

- congestiona do/a: congested; stuffed-up
- embarazada: pregnant
- grave: grave; serious
- mareado/a: dizzy; nauseated
- médico/a: medical
- saludable: healthy
- sano/a: healthy

**Conjunción**

- mientras: while

**Adverbios**

- a menudo: often
- a tiempo: on time
- a veces: sometimes
- además (de): furthermore; besides
- apenas: hardly; scarcely
- así: like this; so
- bastante: enough; rather
- casi: almost
- con frecuencia: frequently
- de niño/a: as a child
- de vez en cuando: from time to time
- despacio: slowly
- menos: less
- muchas veces: a lot; many times
- poco: little
- por lo menos: at least
- pronto: soon
- rápido: quickly
- todos los días: every day

**Las partes del cuerpo**

- la boca: mouth
- el brazo: arm
- la cabeza: head
- el corazón: heart
- el cuello: neck
- el cuerpo: body
- el dedo: finger
- el dedo del pie: toe
- el estómago: stomach
- la garganta: throat
- el hueso: bone
- la nariz: nose
- el oído: (sense of) hearing; inner ear
- el ojo: eye
- la oreja: (outer) ear
- el pie: foot
- la pierna: leg
- la rodilla: knee
- el tobillo: ankle

**La salud**

- el accidente: accident
- el antibiótico: antibiotic
- la aspirina: aspirin
- la clínica: clinic
- el consultorio: doctor's office
- el/del dentista: dentist
- el/del doctor(a): doctor
- el dolor (de cabeza): (head)ache; pain
- el/examen médico: physical exam
- la farmacia: pharmacy
- la gripe: flu
- el hospital: hospital
- la infección: infection
- el medicamento: medication
- la medicina: medicine
- la operación: operation
- el/paciente: patient
- la pastilla: pill; tablet
- la radiografía: X-ray
- la receta: prescription
- el resfriado: cold (illness)
- la sala de emergencias: emergency room
- la salud: health
- el síntoma: symptom
- la tos: cough

**La farmacia**

- la aspirina: aspirin
- la buena: good
- la farmacia: pharmacy
- la medicina: medicine
- la pastilla: pill; tablet
- la receta: prescription
- los medicamentos: medications
- el medicamento: medication
- la tos: cough
- el resfriado: cold (illness)
- el dolor (de cabeza): (head)ache; pain
- la nariz: nose
- la garganta: throat
- la boca: mouth
- el brazo: arm
- la cabeza: head
- el corazón: heart
- el estómago: stomach
- el cuerpo: body
- el cuello: neck
- el dedo: finger
- el dedo del pie: toe
- la nariz: nose
- el oído: (sense of) hearing; inner ear
- el ojo: eye
- la oreja: (outer) ear
- el pie: foot
- la pierna: leg
- la rodilla: knee
- el tobillo: ankle
<table>
<thead>
<tr>
<th>Essential Structure:</th>
<th>Essential Structure:</th>
<th>Essential Structure:</th>
<th>Essential Structure:</th>
<th>Essential Structure:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The imperfect tense</td>
<td>The preterite and the imperfect</td>
<td>Constructions with <em>se</em></td>
<td>Adverbs and adjectives</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text/Digital Resources</th>
<th>Student Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cuaderno de actividades comunicativas, pp. 1-2, 109</td>
<td>Cuaderno de actividades comunicativas, pp. 1-2</td>
</tr>
<tr>
<td>Cuaderno de práctica, pp. 1-2</td>
<td>Cuaderno de práctica, pp. 1-2</td>
</tr>
<tr>
<td>Cuaderno para hispanohablantes, pp. 1-2</td>
<td>Cuaderno para hispanohablantes, pp. 1-2</td>
</tr>
<tr>
<td>Supersite: Activities, eCuaderno</td>
<td>Supersite: Activities, eCuaderno</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workbook TE; Grammar Slides; Audio Activities MP3s; Audio Script; Testing Program Quizzes; Activity Pack</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Artifact &amp; Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: Have students discuss with a partner illnesses or accidents that someone they know had. Using txt. P. 20 act. 6- if you have access to students in a Spanish-speaking country ask them to complete the questionnaire. Then, ask groups of students to read their counterparts’ responses and prepare a comparison of the results for both groups. (modifications can be done)</td>
</tr>
<tr>
<td>Culture: Presentational speaking with Cultural comparison: Ask students to write a short paragraph in which they compare health care systems in the U&gt;S&gt; or Canada with those of different Spanish-speaking countries. Then have them read them for the class who will ask follow-up questions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Artifact &amp; Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imperfect: Using txt. P. 31 act. 4- ask students to prepare a digital presentation to show the whole class preferences for several of the items in this activity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Artifact &amp; Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preterit vs imperfect: Make a presentation telling the class the first time they went to the doctor, had an accident or were sick. Include a description of the weather, their age, what happened and how did they feel.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Artifact &amp; Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructions with &quot;se&quot;: Use magazine pictures to have students continue describing past events using constructions with <em>se</em>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Artifact &amp; Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adverbs and adjectives: Have pairs create an ad for a different pharmaceutical product. Read the descriptions aloud. Try to identify the product.</td>
</tr>
</tbody>
</table>