

UNIT OVERVIEW: Education**World Language**

STAGE ONE: Identify Desired Results			
Established Goals/Standards	ACTFL Standards	Long-Term Transfer Goals	
	S1.1, 1.2, 1.3	<i>At the end of the Health & Welfare unit, students will use what they have learned to independently</i> <ul style="list-style-type: none"> Communicate in the target language, in various situations, about the health and welfare of themselves and others Be aware and understanding of other cultures' communities and their experiences within them relating to health and welfare. 	
	2.1,	Meaning	
	3.1	Enduring Understandings <i>Students will understand that</i> <ul style="list-style-type: none"> Welfare can have many meanings and connotations Health and welfare are complex issues that affect people all around the world. Culture is often reflected in health care practices. Language follows patterns that are often messy and unpredictable Language learning involves acquiring strategies to fill communication gaps Members of one culture may make assumptions about other cultures based on their own attitudes, values, and beliefs. 	Essential Questions <i>Students will consider such questions as...</i> <p>How can I use new vocabulary to communicate in the target language?</p> <p>How does the content of the World Languages classroom help me understand who I am in the world in which I live?</p> <p>How can I survive and thrive using the target language in and outside of the classroom?</p> <p>How will recognizing grammar patterns help me with language acquisition?</p> <p>How do the practices and perspectives of other cultures compare to my own?</p> <p>What does a person's health status or health care reflect about their beliefs, practices, socio-economic status and other aspects of culture?</p>
	4.1, 4.2		
	5.1		

Acquisition	
<p><i>What knowledge will students learn as part of this unit?</i></p> <ul style="list-style-type: none"> • Vocabulary and phrases useful for communicating about health and welfare: <ul style="list-style-type: none"> ○ Body parts, ○ Pains, illnesses, injuries, symptoms ○ Medications and advice ○ Staying healthy • Syntax strategies such as: <ul style="list-style-type: none"> ○ Expressions to relate pain/illnesses • About health and welfare practices in the target culture and how those practices reflect their values and socio-economic status. About how the health and welfare practices compare to our own. 	<p><i>What skills will students learn as part of this unit?</i></p> <ul style="list-style-type: none"> • Students will apply Health & Welfare vocabulary in order to provide and obtain information and opinions. • Students will use knowledge of syntax to communicate both expressively and receptively. • Students will gain an awareness of other cultures' health care practices and views on welfare. • Students will be able to communicate at a Checkpoint Level A about their health and welfare concerns should they travel to the target culture's community. • Students will compile all of these skills and knowledge into a project about Health and Welfare.

STAGE TWO: Determine Acceptable Evidence	
	Assessment Evidence
<p>Criteria to assess understanding:</p> <p>Teacher created rubrics based on NYS Assessments.</p>	<p>Performance Task focused on Transfer:</p> <ol style="list-style-type: none"> In this performance task, students have a choice to create a skit or a poster project . <p>Skit in TL You are sick or injured. Create a dialogue where one of you is the Dr. and one of you is the patient. You each must speak a minimum of 5 times.</p> <p>Poster Project Students can either trace their own body on a poster or use body parts from a magazine. They will need to label at least 10 body parts. Students will write a 30 word paragraph describing their body (i.e. I have 2 arms and long legs...) in the TL.</p> <p><i>This performance task centers on ACTFL Standards</i></p> <p><i>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics</i></p> <p><i>3.1: Students reinforce and further their knowledge of <u>other disciplines</u> through the foreign language</i></p> <p>Teacher Created Rubric NYS Writing Rubric</p> <p>Other Assessment Evidence: Homework, Class Participation, Classwork (listening, reading and writing activities in TL), Informal Speaking Tasks, Quizzes, Unit Test</p>

T, M, A (Code for Transfer, Meaning Making and Acquisition)	STAGE THREE: Plan Learning Experiences					
	Learning Events:					Evidence of learning: (formative assessment)
Lessons 1-3: A, M	Lessons 1 through 3: Scholars identify and use health and welfare vocabulary with imagery, audio and kinesthetic activities in context.					
Lessons 4-5: A, M	HEALTH/HEALTHY	COLD (flu)	FEVER	SNEEZE	VOMIT	Daily Informal Assessment (Ticket Out the Door, Journals, Warm Up, Class Participation, Graphic Organizers) Lessons 1-7
	SICK	COUGH	FEEL	NAUSEOUS	SORE-THROAT	
	ALLERGIC	DIZZY	SWEATY/HOT	HEADACHE	EARACHE	
Lessons 6-7: M,T	STOMACHACHE	WHAT’SWRO NG	HURT	BODY	DOCTOR	Quizzes
Lesson 8: A, M, T	NURSE	HOSPITAL	PARTS OF THE BODY	BROKE	SPRAIN	Presentation of Project (Lesson 7)
	CUT	BLEED	REST	SELL	BUY	Unit Test (Lesson 8)
	SORRY	TIRED	EXHAUSTED	SLEEPY	MEDICINE	
	HEAD	NECK	SHOULDERS	ARMS	ELBOWA	
	HANDS	FINGERS	STOMACH	CHEST	LEGS	
	KNEES	FOOT	TOES	EYES	NOSE	
	MOUTH	FACE	HAIR	THROAT	EARS	
	Lessons 4 & 5: Scholars are using vocabulary in context and learning how to incorporate health and welfare questions and phrases to provide and obtain information about illness, injuries and welfare. Scholars are learning grammatical strategies to express opinions about their health and give simple, informal advice about health. Scholars are practicing expressive and receptive activities.					
	Lessons 6-7: Scholars create and present a project describing their bodies and/or illness & injury.					
	Lesson 8: Scholars will review health and welfare material and then take unit exam.					