

WAUCONDA SCHOOL DISTRICT 118

UNIT PLANNING ORGANIZER

Subject: World Languages

Grade Level or Course: Español III Honores

Unit: Lección 3 - El bienestar

Pacing: 28 days

STAGE 1 – DESIRED RESULTS

Essential Questions:

1. How do people talk about health, well-being, and nutrition?
2. How do people talk about exercise and physical activities?
3. What are some ways people stay healthy in the Spanish-speaking world?

Big Ideas:

1. Talk about health, well-being, and nutrition
2. Talk about physical activities

CCSS (Priority Standards):

- Communications 1.1, 1.2, 1.3
- Cultures 2.1, 2.2
- Connections 3.1, 3.2
- Comparisons 4.1, 4.2
- Communities 5.1

STAGE 2 – EVIDENCE

Concepts (What students need to know)	Performance Tasks (What students will be able to do)	21st Century Skills
<ul style="list-style-type: none"> ● Terms for health and exercise ● Nutrition terms ● Natural spas ● The health benefits of quinoa 	<ul style="list-style-type: none"> ● I can identify expressions related to health exercise & nutrition ● I can role-play a dialogue between a nutritionist and a “TV addict” 	<ul style="list-style-type: none"> ● Healthy literacy ● Global awareness ● Information and media literacy: Conexión Internet ● Collaboration ● Critical thinking and

- The present perfect
- Present perfect subjunctive
- Making inferences
- Organizing information logically when writing
- Writing a personal wellness plan
- Listening for the gist and for cognates
- The short film *Iker pelos tiesos*
- A video about places to relax and ways to deal with stress in Madrid, Spain
- Cultural, geographic, and historical information about Bolivia
- Comprehension of La casa embrujada

- I can describe a friend's unhealthy habits and recommend what he/she should do to feel better.
- I can create an ad to attract customers to a gym.
- I can understand the comments and ideas of different characters in a video about a visit to *Chichén Itzá*.
- I can describe what I do or would like to do to reduce stress.
- I can understand what someone has done or what has recently occurred in a conversation about poor health habits.
- I can identify past events that occurred before other past events in a short ad about a gym.
- I can identify actions that occurred in the recent past in a short audio recording about exercise and healthy habits.
- I can role-play with a partner a dialogue between a school nurse and a student.
- I can have a simple exchange with a partner about activities I had done by a certain age.
- I can present with a partner a dialogue where a nutritionist expresses his/her opinion about his/her client's habits.
- I can describe someone's healthy habits.
- I can describe what I have done this year to stay in shape in comparison with last year.
- I can express my personal opinions about events that took place in the past.
- I can understand

- problem solving
- Social and cross cultural skills
- Creativity and Innovation
- Leadership and Responsibility Extension Project

	<p>informational texts about the healing properties of hot springs and about the nutritional properties of quinoa.</p> <ul style="list-style-type: none"> ● I can have a simple conversation with a partner about healthy habits when it comes to subjects such as nutrition, sports and recreation. ● I can research and describe popular workout programs in Latin America. ● In my own and other cultures, I can identify and compare alternative ways to stay healthy. ● I can use culturally appropriate language to discuss healthy habits with a Spanish-speaking friend. ● I can read, write, and discuss chapters of La casa embrujada in the target language. 	
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Common Formative/Summative Assessments:

- Lesson Pretest
- Vocabulary & Grammar Quizzes
- Lesson Test
- Semester 1 Final Exam

Interim Assessments (Informal Progress Monitoring checks):

- Daily homework assignments
- Listening activities
- Writing activities
- Speaking activities
- Reading activities
- Cultural activities

Modified Common Assessments:

- Vocabulary & Grammar Quizzes
- Lesson Test
- Semester 1 Final Exam

Modified Interim Assessments:

- Daily homework assignments
- Listening activities
- Writing activities
- Speaking activities
- Reading activities
- Cultural activities

STAGE 3 – LEARNING PLAN (INSTRUCTIONAL PLANNING)

Suggested Resources/Materials/Informational Texts

- Senderos 3 Textbook
- Senderos 3 Practice Workbook
- Senderos 3 Resource Book
- Senderos 3 Activity Pack
- Senderos 3 Assessment Book
- Senderos 3 Supersite (video / audio / additional materials)
- La casa embrujada

Suggested Research-based Effective Instructional Strategies

- Communicative activities based upon interpretive, interpersonal, and presentational modes of communication.

Academic Vocabulary/ Word Wall	Enrichment/Extensions/ Modifications	Interdisciplinary Connection
<p>Essential Vocabulary:</p> <ul style="list-style-type: none"> • activo/a • adelgazar • aliviar el estrés • aliviar la tensión • apurarse / darse prisa • aumentar de peso, engordar • el bienestar • la cafeína • calentarse (e:ie) • la caloría • la cinta caminadora • la clase de ejercicios aeróbicos • el colesterol • comer una dieta equilibrada 	<ul style="list-style-type: none"> • Adelante • En pantalla • Flash cultura • Panorama: <i>Bolivia</i> • La casa embrujada 	<ul style="list-style-type: none"> • Language arts • Geography • Science • Art • Social Studies • Mathematics

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| <ul style="list-style-type: none">● débil● descafeinado/a● disfrutar (de)● en exceso● el / la entrenador(a)● entrenarse● estar a dieta● estar en buena forma● flexible● fuerte● (no) fumar● la grasa● hacer ejercicio● hacer ejercicios aeróbicos● hacer ejercicios de estiramiento● hacer gimnasia● levantar pesas● llevar una vida sana● mantenerse en forma● el masaje● la merienda● el mineral● el músculo● la nutrición● el/la nutricionista● la proteína● sedentario/a● sudar● sufrir muchas presiones● el/la teleadicto/a● tranquilo/a● tratar de (+inf.)● la vitamina | | |
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