

Curriculum Units and Learning Outcomes

Content Area: World Language/Spanish	Level: Spanish 2/Global Spanish 2
Unit Title: 3 - Sports and Health	Proficiency Target: Intermediate Low
Unit Summary: In this unit, students will discuss what it means to be healthy and how to achieve good health. They will compare those ideas across cultures.	
Massachusetts Framework (state standards): Communication Standards 1. Interpretive Communication - In <i>texts and conversations on topics that relate to students and their immediate environment</i>, relying upon understanding of <i>simple sentences</i>, supported by <i>repetition and plain language</i>, students: a. Understand traits of multiple cultures and communities. (IL.1.a) b. Understand the main idea and related information. (IL.1.b) 2. Interpersonal Communication - In <i>conversations on topics that relate to students and their immediate environment in a variety of settings</i>, creating <i>unconnected simple sentences</i>, sometimes relying upon <i>repetition, clarification, and circumlocution</i>, in such a way that <i>speakers/signers of the language who are accustomed to engaging with language learners understand</i>, students: a. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. (IL.2.a) b. Understand, answer, and ask a variety of questions. (IL.2.b) c. Initiate, maintain, and end conversations by understanding and creating language that conveys authentic, personal meaning. (IL.2.c) 3. Presentational Communication - In <i>presentations on topics that relate to students and their immediate environment in a variety of settings</i>, creating <i>unconnected simple sentences</i>, sometimes relying upon <i>clarification and circumlocution</i>, in such a way that <i>speakers/signers of the language who are accustomed to engaging with language learners understand</i>, students: a. Demonstrate awareness and understanding of relevant topics, sources, themselves, and their audience. (IL.3.a) b. Present information, raise awareness, and express personal preferences in culturally appropriate ways. (IL.3.b) c. Explain their own authentic thoughts in culturally appropriate ways. (IL.3.c) 4. Intercultural Communication - In <i>interactions in a variety of settings</i>, creating <i>unconnected simple sentences</i>, sometimes relying upon <i>repetition, clarification, and circumlocution</i>, in such a way that <i>speakers/signers of the language who are accustomed to engaging with language learners understand</i>, students: a. Refer to and ask questions about common products, practices, and/or perspectives familiar to an audience's or interlocutor's culture to	

- demonstrate understanding and curiosity of a target-language culture and respect towards diversity. (IL.4.a)b.
- b. Use appropriate learned gestures and behaviors. (IL.4.b)
- c. Avoid major social blunders. (IL.4.c)

Linguistic Cultures Standards

5. Cultures - *In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently:*

- a. Analyze products and practices to help understand perspectives within the diverse cultures of the target-language communities. (IL.5.a)
- b. Investigate, explain, and reflect on how culture affects identity. (IL.5.b)
- c. Investigate, explain, and reflect on the similarities and differences of cultures over time. (IL.5.c)

6. Comparisons - *In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently:*

- a. Investigate, explain, and reflect on the nature of culture through comparisons of the diverse target- language cultures studied and their own by:
 - i. Making comparisons between products, practices, and perspectives. (IL.6.a.1)
 - ii. Explaining how stereotypes and past and present treatment of groups and people shape their group identity and culture. (IL.6.a.2)
- b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:
 - i. Interpreting, expressing, and comparing the meaning of idioms. (IL.6.b.1)
 - ii. Making comparisons of basic language forms. (IL.6.b.2)

Lifelong Learning Standards

7. Connections - *In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently:*

- a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. (IL.7.a)
- b. Understand, exchange, and present diverse perspectives and distinctive viewpoints from authentic age- appropriate materials. (IL.7.b)

8. Communities - *In a variety of settings, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students minimally but consistently:*

- a. Apply cultural and linguistic skills to participate in the school, local, and global community by:
 - i. Engaging with resources and assets in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. (IL.8.a.1)
 - ii. Identifying needs and/or injustices and designing and taking collective action to contribute to strong communities. (IL.8.a.2)
- b. Become lifelong learners by:
 - i. Using languages for enjoyment and enrichment and accessing and evaluating further opportunities for doing so. (IL.8.b.1)

- ii. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. (IL.8.b.2)
- iii. Explaining language education requirements for careers of interest. (IL.8.b.3)
- iv. Setting goals for growth in these areas and reflecting upon progress. (IL.8.b.4)

Enduring Understandings

Students will understand that:

- There are multiple facets of health and various ways of being healthy that are impacted by a person's culture.
- Engaging in sports can teach teamwork, encourage friendly competition, encourage healthy lifestyles, create heroes, create character, and create community.

Essential Questions:

- Why are eating and dining habits different across cultures?
- Why are certain sports more popular than others in different countries?
- What does it take to be healthy? Is that more or less difficult depending on who I am?

Students will demonstrate KNOWLEDGE of:

Vocabulary:

- Vocabulary related to numbers (up to 1000), food/drinks, nutrition, sports/activities, body parts, and fitness

Culture:

- Popular sports in Spanish-speaking countries and the U.S.
- Famous athletes from around the world

Grammar/language structures to scaffold skills:

- Present tense verbs
- Stem-changing present tense verbs
- Imperfect tense
- Adverbs
- Deber
- Demonstrative adjectives

Students will be SKILLED at:

- Discussing popular sports in Spanish-speaking countries
- Saying what they used to do to be healthy and what they do now
- Describing the nutritional value of some common foods in different places
- Identifying and comparing famous athletes from around the world
- Describing how different cultures think of meals/food

- Reflexive verbs (NOT DONE IN 20-21)
- Comparatives (NOT DONE IN 20-21)

Estimated Duration: 6 weeks