



Wolcott Public Schools

**1488 Woodtick Road
Wolcott, Connecticut 06716
www.wolcottps.org – 203-879-8183**

High School Curriculum Spanish for Health Professionals Grades 11-12



Children are our Future...

Acknowledgements

Curriculum Writers:

Mary Devaney

We acknowledge and celebrate the professionalism, expertise, and diverse perspectives of these teachers. Their contributions to this curriculum enrich the educational experiences of all Wolcott students.

Mr. Frank Purcaro
Director of Student Learning and Teaching

Date of Presentation to the Board of Education: February 27, 2017

Spanish for Health Professionals

Spanish for Health Professionals

Mission Statement:

The mission of the Wolcott Public Schools is to develop in each student the knowledge, skills, and attitudes necessary to become a productive member of the community and a contributing member of society.

Departmental Philosophy:

The philosophy of World Languages at Wolcott High School is to develop language skills as a means of communication in the target language. Students are encouraged to develop an appreciation for language as a basis of communication which can foster awareness of diverse cultural backgrounds and values and to accept and understand those backgrounds and values in the local community and globally. By the end of Grade 12, students will listen, speak, read and write proficiently in at least one language other than English, and will understand the culture(s) of that language.

Course Description:

In this course, students will acquire Spanish vocabulary focusing on the needs of Health Care Professionals. Students will study elements of Spanish grammar and structure with an emphasis on communication. This course will develop listening and speaking skills as well as writing and reading skills. Students will become familiar with Hispanic culture focusing on the needs of Health Care providers. The World Language curriculum at Wolcott High School is designed to meet the Nine Standards of the Connecticut World Language Curriculum Framework which is based on the National Standards of the American Council on the Teaching of Foreign Languages (ACTFL) and the 5 C's (Communication, Cultures, Connections, Comparisons, & Communities). Students will communicate with others in another language, understand culture to communicate and function appropriately in another culture, and use their understanding of another language and culture to reinforce and expand their knowledge of other disciplines as well as deepen their understanding of that language and culture. Students will also make comparisons among languages and cultures, and use the knowledge of the language and culture to enrich their lives and broaden their opportunities. The structural elements of the language and cultural awareness will be reinforced through oral and written activities, realia, re-enactments of real-life situations and technology-based presentations.

Spanish for Health Professions

Para comenzar – preliminary unit

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode): Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode): Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p> <p>CS5 Connections (Interdisciplinary Mode): Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p>	<ul style="list-style-type: none"> • Greet each other in Spanish. Ask how the other person is doing and respond. Ask each other name and age. • Practice the process of confirming appointments using calendar days of the week, months of the year and numbers as well as times of the day. • Listen to introductions of others; respond appropriately and/or answer questions about them. • Introduce themselves to the class. • Practice spelling out names and street addresses alphabetically, in Spanish for proper record keeping. • Practice greeting each other and using expressions of courtesy appropriately. • Discuss differences and similarities between Hispanic surnames and one's one culture. 	<ul style="list-style-type: none"> • Listening activities • Reading activities • Group comprehension activities • Quizlet Review Activities • Modulo quizzes • Chapter test • Self-evaluation on topics learned in the unit • Speaking assessment: have a conversation introducing yourself and giving your basic information. Ask questions to your partner. • Alternate performance assessments demonstrating competence in targeted skills. 	<p><i>Spanish for Health Care</i> Workbook</p> <p><i>Spanish For Health Care</i> Second Edition Textbook</p> <p><i>MySpanishLab</i> web tests, video links</p> <p>Quizlet.com</p> <p>Assessments</p> <p>Audio CDs</p>

Spanish for Health Professions

<p>CS6 Connections (Intra-disciplinary Mode): Students will acquire and use information from a variety of sources only available in the world language.</p> <p>CS7 Comparisons Among Languages Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>CS8 Comparisons Among Cultures Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p> <p>CS9 Communities Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.</p>	<ul style="list-style-type: none"> • Compare Spanish and English subject pronouns, articles and verb conjugations. • Use recognition of words in both languages – cognates. • Discuss the idea of formal vs informal communication. • Find examples of Spanish used in their daily life, i.e. products in their home, advertisements, expressions, etc. 	<ul style="list-style-type: none"> • Listening activities • Reading activities • Group comprehension activities • Quizlet Review Activities • Modulo quizzes • Chapter test • Self-evaluation on topics learned in the unit • Alternate performance assessments demonstrating competence in targeted skills. 	<p><i>Spanish for Health Care</i> Workbook</p> <p><i>Spanish For Health Care</i> Second Edition Textbook</p> <p><i>MySpanishLab</i> web tests, video links</p> <p>Quizlet.com</p> <p>Assessments</p> <p>Audio CDs</p>
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Spanish for Health Professions

Una visita al médico

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode): Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode): Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p> <p>CS5 Connections (Interdisciplinary Mode): Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p>	<ul style="list-style-type: none"> • Interview other students in order to complete personal information on a form/survey. • Read a realistic conversation between medical office staff and a patient and answer pertinent questions with written or spoken responses. • Answer questions based on an insurance brochure. • Determine true/false statements correcting the false statements to make them true. • Tell what time it is now. • To read aloud available dates and appointment times from a schedule to a patient in Spanish. • To describe others and oneself, including marital status • Identify /name body parts • Identify which body part would use a given product. 	<ul style="list-style-type: none"> • Listening activities • Reading activities • Group comprehension activities • Quizlet Review Activities • Modulo quizzes • Chapter test • Self-evaluation on topics learned in the unit • Speaking assessment: in partners assume roles of nurse and patient. Nurse greets patient, records vitals, asks appropriate questions about allergies etc. Switch roles gathering same information. 	<ul style="list-style-type: none"> • <i>Spanish for Health Care</i> Workbook • <i>Spanish For Health Care</i> Second Edition Textbook • <i>MySpanishLab</i> web tests, video links • Quizlet.com • Assessments • Audio CDs

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Spanish for Health Professions

El cuerpo humano

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
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Las dolencias

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode): Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode): Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p> <p>CS5 Connections (Interdisciplinary Mode): Students will reinforce and expand their knowledge of other areas of study through world language & vice versa.</p>	<ul style="list-style-type: none"> • Read brochure on vaccinations against influenza and pneumonia and respond to questions about the two illnesses. • Listen to a patient’s complaints and then choose what supplies would make them more comfortable. • To tell what someone is in the process of doing at a specific moment using the present progressive. • Change verb forms from the present indicative to present progressive. • Describe how people are feeling in given situations. • Use the proper forms of SER and ESTAR to describe what is happening in the waiting area of the emergency room on a busy night. • Discuss point of view on the topic of vaccinations for babies. 	<ul style="list-style-type: none"> • Listening activities • Reading activities • Group comprehension activities • Quizlet Review Activities • Modulo quizzes • Chapter test • Self-evaluation on topics learned in the unit • Speaking assessment: Assume the role of a sick child in primary school eager to be sent home and a school nurse who must ask the right questions, and make a decision on what course of action to take. 	<ul style="list-style-type: none"> • <i>Spanish for Health Care</i> Workbook • <i>Spanish For Health Care</i> Second Edition Textbook • <i>MySpanishLab</i> web tests, video links • Quizlet.com • Assessments • Audio CDs • <i>Algo más: Fracturas y torceduras</i>

Spanish for Health Professions

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Spanish for Health Professions

Las enfermedades graves

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
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Spanish for Health Professions

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Spanish for Health Professions

¡Emergencia!

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
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Spanish for Health Professions

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Spanish for Health Professions

Pacing Guide for Semester Course

Por aquí, por favor	Una visita al médico	El cuerpo humano
Las dolencias	Las enfermedades graves	La emergencia

August / September: ¡Por aquí, por favor!

January/February

Saludos y despedidos
El alfabeto /el abecedario
Números 1-100
El calendario
Los días de semana
Los meses del año
La fecha
Los pronombres personales
Las expresiones de cortesía

Una visita al medico

Información personal
La hora (telling time)
Historia del paciente
Ser + adjetivos
Describing yourself and others
En el consultorio
Los artículos - descriptions
Las preguntas – asking for information

October:

El cuerpo humano

March

Las partes del cuerpo
Naming bodyparts, más sobre los adjetivos
La cabeza
Talking about present activities: verbos que terminan en -ar
Los órganos
Talking about present activities: verbos que terminan en -er, -ir
Physical conditions: expressions con tener y estar

Pudor y Medicine

Síndrome de intestine irritable
Los sistemas
Examen físico anual

Spanish for Health Professions

**November/
December**

Las dolencias

Estoy resfriado
Activities in progress
El presente progresivo
Ways of being: ser vs estar
Los primeros auxilios (first responders)
La enfermera de la escuela – school nurse
El future inmediato – ir + a + infinitivo
Las enfermedades de la niñez
Verbos irregulares en el presente
Home remedies
Fracturas y torceduras

April/May

Las enfermedades graves

Estoy resfriado
Activities in progress
La diabetes
El cáncer
Problemas del corazón
El SIDA
Los verbos con cambios de raíz
Los comparativos
Comparing, contrasting, the superlative degree
Possessive adjectives

January:

La emergencia

Una llamada al 911
Making requests
Giving advice and recommendations
Affirmative and negative commands
En la ambulancia
En la sala de emergencia
Expressing negative ideas
Ataque cardiac
Cultural differences in emergency response requests
Repaso

May/June

- **FINAL Exam**

Spanish for Health Professions

Essential Questions

1. How does one describe others and oneself physically, emotionally and in terms of character traits?
2. How does one describe objects and surroundings?
3. How does one express date and time when making appointments?
4. How does one express what time it is now?
5. How does one ask and respond to questions?
6. How does one talk about recent past actions?
7. How does one use articles (definite or indefinite) when talking about body parts?
8. Who are some important persons in Spanish-speaking countries (literary figures, historical figures, artists, musicians)?
9. How does one narrate and describe past experiences?
10. How does one relate a series of past events?
11. What is the difference between the imperfect and the preterite?
12. How does one express negative statements?
13. How does one express difficulty and doubt?
14. How does one talk about desired outcomes?
15. How does one describe what is known about health professions?
16. How does one make recommendations or give advice?
17. How does one communicate dietary needs?
18. How does one make polite requests?
19. What is the subjunctive mood? How and when is the subjunctive mood used in Spanish?
20. What associations can be made between the use of the impersonal *se* construction in Spanish and parallel constructions in English?
21. How does one express reflexive and reciprocal actions in English and in Spanish?
22. How does one report what someone else says or has said?
23. How does one relate future actions?
24. How does one express cause and consequence?
25. How does one express hypothetical situations?
26. Can you express values in relation to a multicultural society?

Spanish for Health Professions

Skills Objectives

Students will:

1. Recall various elements of previous language study and utilize those elements within appropriate context.
2. Compare the aspects of their own cultural background to those of Spanish speakers.
3. Read for information from authentic text in Spanish and respond to related questions.
4. Hypothesize who, from a set of characters in a vignette, will be most successful in the challenges presented and support their reasoning with details.
5. Listen to descriptions and conversations in the Spanish language regarding health care, interpret content and make appropriate verbal responses.
6. Speak with classmates in Spanish on a variety of topics.
7. Create dialogues using verb tenses and moods appropriately.
8. Combine vocabulary and grammar to express how to treat someone who is hurting or ill.
9. Explain which health and hygiene habits are the most important for a healthy mind/body and why.
10. Describe cultural elements in various regions of the Spanish speaking world.
11. Reflect on their own learning and evaluate their understanding of each unit's concepts.
12. Give and respond to instructions using affirmative and negative imperative forms appropriately in spoken and written discourse.
13. Ask and answer questions using interrogatives appropriately.
14. Consider the importance of learning a language and how it can be beneficial for future goals/plans.
15. Create a set of interview questions, conduct the interview and relate the responses to others.
16. Dramatize learning in authentic context.
17. Describe health conditions that are especially high risk for Hispanics.
18. Talk about the advantages (or disadvantages) of speaking Spanish in the United States.
19. Talk about things that are very likely to happen and less likely to occur.
20. Offer assistance to a Spanish speaking person experiencing a health condition that requires attention.

Spanish for Health Professions

Assessments

Assessments are aligned with the subject material and are done routinely throughout the year. They are completed by the World Language Department and will be added to the Curriculum as they are finalized.