



## Grade 7 Spanish - Unit 2 - Cuerpo sano, mente sana (Healthy body, healthy mind)

Unit Focus
<p>"Cuerpo sano, mente sana". Polson students will be able to express their likes and dislikes about a variety of foods, drinks, and activities in the target language. Through a collaborative jigsaw process using the website choosemyplate.gov (in Spanish) students will explore a series of health articles (infographics). They will later reflect on what it means to be a healthy adolescent by designing their own infographic offering tips to their Polson classmates using the Tiger Fitness Center. Through collaborative work students will reflect on their individual contribution to the group process and understand what it means to be "collectively intelligent."</p>

### STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER		
<p><b>World Readiness Standards for Learning Languages</b>  <i>World-Readiness Standards for Learning Languages (All)</i>  <b>C.1 COMMUNICATION - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</b></p> <ul style="list-style-type: none"> <li>• C.1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions</li> <li>• C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics</li> <li>• C.1.3 Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers</li> </ul> <p><b>C.3 CONNECTIONS - Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations</b></p> <ul style="list-style-type: none"> <li>• C.3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</li> </ul> <p><b>C.4 COMPARISONS - Develop insight into the nature of language and culture in order to interact with cultural</b></p>	<p>T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.</p> <p>T2 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</p>		
	MEANING		
	UNDERSTANDINGS	ESSENTIAL QUESTIONS	
	<p>U1 Topics, skills, and ideas learned in one subject/endeavor can become deeper and more expansive in another subject/endeavor.</p> <p>U2 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)</p>	<p>Q1 What am I trying to say and how do I say it?</p> <p>Q2 How do I express the food I love, like, and dislike?</p> <p>Q3 How do I recognize my new language skills in a different context?</p> <p>Q4 How do I make sense of what I'm reading if I don't understand every word?</p> <p>Q5 How do I express myself when I'm working in a group?</p> <p>Q6 How do I make healthy choices?</p>	
	ACQUISITION OF KNOWLEDGE AND SKILL		
	KNOWLEDGE	SKILLS	
<p>K1 Food and drink vocabulary as it relates to breakfast and lunch</p> <p>K2 Plural form of gustar and encantar - to express loves, likes, and</p>	<p>S1 Identifying a variety of foods and drinks as they relate to the three meals of the day.</p>		

**STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS**

<p><i>competence</i></p> <ul style="list-style-type: none"> <li>• C.4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</li> </ul> <p><b>Student Growth and Development 21st Century Capacities Matrix</b></p> <p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> <li>• Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose.</li> </ul> <p><i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> <li>• Collective Intelligence: Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.</li> </ul>	<p>dislikes</p> <p>K3 Conjugations of ER and IR verbs in the present tense</p> <p>K4 Food and drink vocabulary as it relates to dinner and activities to maintain a healthy lifestyle</p> <p>K5 Conjugation of the verb SER and adjective agreement</p> <p>K6 Food groups in Spanish</p> <p>K7 Qualities of a successful group member</p>	<p>S2 Asking and responding to oral questions about their loves/likes/dislikes as it relates to food.</p> <p>S3 Using all the forms of ER and IR verbs to communicate.</p> <p>S4 Interpreting nutritional information.</p> <p>S5 Identifying a variety of activities that lead to healthy living.</p> <p>S6 Describing foods using forms of SER and adjectives.</p> <p>S7 Working collaboratively to achieve a common objective.</p> <p>S8 Categorizing foods into the correct food groups.</p>
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