

**World Languages  
Spanish III Honors  
Unit 7: Our Health**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Communication is the central purpose of language; it reveals characteristics and peculiarities of distinct cultures.</li> <li>▪ Comparing cultures through language can be a powerful tool in developing cultural awareness.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How does one express feelings and doubts about past events?</li> <li>▪ How does one distinguish between objectivity and subjectivity?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Present perfect subjunctive constructions are used to express feelings, emotions or doubts about past events.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ medical personnel, health problems and illnesses, dental care, emergency hospital care</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Describe dental, medical and emergency room care.</li> <li>▪ Make a doctor's appointment.</li> <li>▪ Explain symptoms to a health professional.</li> <li>▪ Give a medical history.</li> <li>▪ Explain the doctor's prescription and advice.</li> </ul>
<b>Related Maine Learning Results</b>	<p><u>World Languages</u></p> <p>A. Communication</p> <p>A1. Interpersonal</p> <p>Students express their own thoughts and opinions about familiar topics and elicit the thoughts and opinions of others by using strings of sentences and/or short paragraphs. Students of modern languages use pronunciation and intonation patterns or use appropriate non-manual markers (ASL), which would be comprehensible to a native speaker accustomed to interacting with language learners.</p> <ol style="list-style-type: none"> <li>a. Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries.</li> <li>b. Provide and exchange detailed information on familiar topics, orally or in sign language, and in writing.</li> <li>c. Describe and explain state of being, orally or in sign language and in writing.</li> <li>d. Express agreement and disagreement, orally or in sign language, and in writing, supporting opinions with simple reasoning.</li> </ol> <p>A2. Interpretive</p> <p>Students comprehend conversations, narratives, and recorded material in familiar contexts that are longer and/or more complex than those in the 6-8 grade span.</p> <ol style="list-style-type: none"> <li>b. Identify main ideas, topics, and specific information in</li> </ol>

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<p><b>Related Maine Learning Results</b></p>	<p>A3. Presentational Students express their own thoughts to describe and narrate in oral/signed and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that could be understood by native speakers accustomed to interacting with language learners.</p> <ul style="list-style-type: none"> <li>b. Relate a story about a personal experience or event orally or in sign language.</li> <li>c. Paraphrase and/or summarize texts orally or in sign language, and in writing using a presentational format.</li> </ul> <p>A4. Language Comparisons Students use their understanding of the nature of language to enhance their communication in the target language.</p> <ul style="list-style-type: none"> <li>c. Use idiomatic expressions and/or proverbs in the target language.</li> <li>d. Identify examples of vocabulary (in English and the target language) that convey different meanings in different contexts.</li> </ul> <p>B. Cultures</p> <p>B1. Practices and Perspectives Students identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken.</p> <ul style="list-style-type: none"> <li>b. Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken.</li> <li>c. Identify differences in cultural practices among people that speak the same language.</li> </ul> <p>B3. Comparison with Own Culture Students explain how products, practices, and perspectives of a culture(s) in which the target language is spoken contribute to the culture in which the student lives.</p> <ul style="list-style-type: none"> <li>b. Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s) in which the target language is spoken.</li> <li>c. Use the target language in a manner that would be considered approximate by native speakers and explain what makes it appropriate communication.</li> </ul>
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<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"><li>▪ Vocabulary retention games (Pictionary, Around the World, Jeopardy, Family Feud)</li><li>▪ Skits</li><li>▪ Improvised dialogues</li><li>▪ Language lab drills</li></ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"><li>▪ Quizzes</li><li>▪ Presentations</li><li>▪ Compositions</li></ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ <u>Spanish For Mastery 3</u> - D.C. Heath and Company</li></ul></li><li>▪ <u>Video:</u><ul style="list-style-type: none"><li>○ <u>Only in America</u></li></ul></li></ul>