



### UNIT PLAN CONTEXT

<b>Language / Course:</b> Spanish 1 (Grade 8 and/or Grade 9)	<b>Length of Unit:</b> 5 Weeks Week of February 19 <sup>th</sup> - Friday, March 22 <sup>nd</sup> or Friday, April 12 <sup>th</sup>
<b>Proficiency Checkpoint and Proficiency Target:</b> Checkpoint A - Novice High	
<b>Meaningful Unit Title:</b> La Vida Saludable	
<b>NYS World Language Anchor Theme:</b> C. Science, Technology, & The Arts	<b>NYS World Language Anchor Topic:</b> C. Health & Wellness
<b>Integrated NYS World Language Topics:</b> C. Technology, Media, & Social Media B. Leisure B. Food & Mealtaking Choose an item. Choose an item.	
<b>Brief Unit Overview:</b> <p>This unit begins with students <b>identifying</b> exercise activities and healthy habits. Students <b>describe</b> healthy habits including exercise, food, sleep, and technology/social media. Students <b>exchange information</b> about their preferences on healthy food, exercise, and technology/social media.</p> <p>This unit continues with students <b>exchanging information</b> about making healthy recommendations around food and exercise. Students <b>express preferences</b> about food, exercise and technology habits. Students <b>analyze</b> authentic resources about social media/ technology and food in Spanish speaking countries and <b>compare</b> them with their own.</p> <p>This unit ends with students completing a summative task which includes analyzing a school lunch menu for healthy versus unhealthy options based on activity level, providing feedback on the meals the cafeteria provides through the creation of a pro/con list and creating a PSA on healthy social media habits.</p>	
<b>Inquiry Question(s):</b> <ul style="list-style-type: none"> <li>How do you live a healthy lifestyle?</li> <li>How can we take care of our bodies and minds to stay healthy?</li> </ul>	

STANDARDS AND FUNCTIONS	UNIT-LEVEL CAN-DO STATEMENTS	ACCEPTABLE EVIDENCE
1. Interpretive Communication [understand, interpret, analyze]	I can <b>identify</b> basic facts, memorized or familiar words and phrases when they are supported by gestures or visuals in short informational and literacy texts  I can <b>understand</b> familiar questions and statements from simple sentences in conversations that are spoken or written	<ul style="list-style-type: none"> <li>By labeling exercise activities</li> <li>By listing healthy habits (sleep/ water)</li> <li>By identifying the main idea of an infographic (video game/ cell phone use)</li> <li>By labeling healthy and unhealthy habits</li> <li>By matching healthy and unhealthy food</li> </ul>
2. Interpersonal Communication [exchange information, express feelings, express preferences, express opinions]	I can request and provide information, meet basic needs, <b>express preferences</b> or feelings and react to those of others on health, food and leisure.	<ul style="list-style-type: none"> <li>By making healthy recommendations about food and exercise</li> <li>By offering criticism to unhealthy habits</li> <li>By making observations on technology habits</li> </ul>

		<ul style="list-style-type: none"> <li>By expressing preferences on food, exercise and technology habits</li> </ul>
3. Presentational Communication [describe, inform, narrate, explain, persuade]	I can <b>present</b> information about health, food and leisure using a mixture of simple practiced or memorized words, phrases, and sentences spoken or written	<ul style="list-style-type: none"> <li>By describing a day of healthy habits</li> <li>By giving information on appropriate social media habits</li> </ul>
4. Cultural Practices & Products [identify, describe, explain]	I can identify cultural products and practices in my own and other cultures to help me understand perspectives using words and phrases, with graphic or visual support	By answering questions and completing a graphic organizer using information found in an authentic resource
5. Cultural Comparisons [compare]	I can identify similarities and differences of practices and products of the target cultures with my own culture, using words and phrases, with graphic or visual support	By completing a Venn Diagram

Resource: [NYS Learning Standards for World Languages](#)

Resource: [NYS World Language Performance Indicators for Modern Languages, Categories 1-2](#)

SUMMATIVE PERFORMANCE TASKS		
Interpretive Task	Interpersonal Task	Presentational Task
<b>Task 1:</b> Analyze a school lunch menu for healthy versus unhealthy options based on activity level.	<b>Task 2:</b> Your school cafeteria is looking for feedback on the meals they provide. Discuss with a classmate and create a pro/con list including at least four items for each side.	<b>Task 3:</b> Create a PSA on healthy social media habits.

LANGUAGE TOOLBOX		
Key Language Functions	Supporting Language Structures	Supporting Vocabulary
<b>Identify</b> exercise activities and healthy habits	Debes... Deberías... Hay que... Comer Beber	<ul style="list-style-type: none"> <li>Daily Routine Vocab</li> <li>Exercise/Leisure Vocab</li> <li>Technology/Social Media Vocab</li> <li>Food and Drinks Vocab</li> </ul>
<b>Describe</b> healthy habits (exercise, food, sleep, technology/social media)	Me despierto... Me acuesto... Me lavo... Me cepillo... Me pongo...	<ul style="list-style-type: none"> <li>Hygiene products vocab</li> <li>Clothing vocab</li> <li>Time</li> <li>Transitional Words</li> </ul>
<b>Express preferences</b> with simple reasons	Yo prefiero (No) Me gusta (n) (No) Me interesa (n)	<ul style="list-style-type: none"> <li>Food Vocab</li> <li>Leisure/Exercise Vocab</li> </ul>
<b>Exchange</b> information	¿Cuántos vasos de agua bebes? ¿A qué hora te despiertas? ¿A qué hora te acuestas? ¿Comes comida saludable?	<ul style="list-style-type: none"> <li>Time and Numbers</li> <li>Food Vocab</li> <li>Leisure/Exercise Vocab</li> </ul>

<p><b>Compare</b> products/ practices/ perspectives</p>	<p>¿Cuántos horas duermes? ¿Te gusta hacer ejercicio? ¿Cuál? ¿Por qué?</p> <p>_____ es saludable. _____ es comida basura.</p>	<p>- Food Vocab</p>
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RESOURCES AND MATERIALS	
Authentic Resources	Other Materials
 <p>Video: Ad for milk</p> <p><a href="https://www.youtube.com/watch?v=p842ue0ynN8">https://www.youtube.com/watch?v=p842ue0ynN8</a></p> <p>Questions for Ad:</p> <p><a href="https://docs.google.com/document/d/1pQpPcL9X84Ov4RMQMaRe3o2dpiJK3nPWofveilXDxJw/e/dit">https://docs.google.com/document/d/1pQpPcL9X84Ov4RMQMaRe3o2dpiJK3nPWofveilXDxJw/e/dit</a></p> <p>Video: Jack in the Box Ad</p> <p><a href="https://www.youtube.com/watch?v=Awnogbdz_6w&amp;list=PLk_3yUjjokEVEKsJjch1iORFktWRqHx5U">https://www.youtube.com/watch?v=Awnogbdz_6w&amp;list=PLk_3yUjjokEVEKsJjch1iORFktWRqHx5U</a></p> <p>Infographic: Internet Usage</p> <p><a href="https://i.pinimg.com/originals/6c/67/d1/6c67d15cf5037d8be4f5e33126185dfc.png">https://i.pinimg.com/originals/6c/67/d1/6c67d15cf5037d8be4f5e33126185dfc.png</a></p> <p>Infographic: TV Usage</p> <p><a href="https://i.pinimg.com/236x/36/b2/bd/36b2bddb96977ecd17521de3421782e0.jpg">https://i.pinimg.com/236x/36/b2/bd/36b2bddb96977ecd17521de3421782e0.jpg</a></p>	<p><a href="#">Listening: Hay</a></p>

Resource: [NYS World Language Standards Authentic Resources Wakelet](#)