



<p>Unit 3 Essential Question: What does it mean to live a healthy life?</p>	<p>Performance Indicator 1: I can identify characteristics of what I believe to be a healthy lifestyle</p>	<p>Proficiency Target: Strong Intermediate Mid</p>
<p>Performance Assessments:</p> <ul style="list-style-type: none"> Interpretive Reading- Read a short article talking about steps to leading a healthy lifestyle and answer the interpretive questions. 		
<p>Authentic Resources:</p> <ul style="list-style-type: none"> Yahoo Answers on healthy living <ul style="list-style-type: none"> Videos on healthy eating 		
<p>Targeted Structures:</p> <ul style="list-style-type: none"> Present Tense Review Continue Working With Subjunctive 		
<p>Learning Target 1</p>	<p>Check For Understanding</p>	<p>Language Chunks & Vocabulary</p>
<p>I can isolate characteristics of a happy/healthy life <i>Interpretive</i></p>	<p>Students will first brainstorm what they think it means to live a healthy life. Then they will read the Yahoo Answers article and isolate the characteristics of a happy/healthy life and compare it to their definitions. They will then turn and talk and discuss what's missing from this definition</p>	
<p>Learning Target 2</p>	<p>Check For Understanding</p>	<p>Language Chunks & Vocabulary</p>
<p>I can indicate benefits of eating healthy foods <i>Interpretive</i></p>	<p>Students will first brainstorm the healthiest foods in the world and justify why. Then, they will split a video and watch 5 minutes each and take notes on the benefits of eating these healthy foods. They will then jigsaw and present the information to their partner. They will then think of healthy meals that incorporate those ingredients.</p>	
<p>Learning Target 3</p>	<p>Check For Understanding</p>	<p>Language Chunks & Vocabulary</p>



I can recommend ways to live a healthy life <i>Interpersonal</i>	Students will receive a role and a personality and will have a discussion about healthy and unhealthy habits.	
Learning Target 4	Check For Understanding	Language Chunks & Vocabulary
I can explain to someone why their actions are unhealthy <i>Presentational</i>	Students will write a letter to a fictitious person who is being unhealthy and recommend what they should do instead.	

Adapted from Williamson County Schools World Languages for Wellesley Public Schools

Unit 3 Essential Question: What does it mean to live a healthy life?	Performance Indicator 2: I can explain what I have done recently to live a healthy life	Proficiency Target: Strong Intermediate Mid
Performance Assessments:		
<ul style="list-style-type: none"> ● Presentational Writing- A woman on social media recently posted a strong opinion talking about how teenagers these days don't take care of their health. Students will read her post and write a response talking about their own lives and what they have done recently to be healthy 		
Authentic Resources:		
<ul style="list-style-type: none"> ● PACE Presentation and Tweets <ul style="list-style-type: none"> ● Mediterranean Diet Article ● School Schedules In Spanish Speaking Countries ● Article On Benefits/Challenges Of Technology And Health 		
Targeted Structures:		
<ul style="list-style-type: none"> ● Present Perfect 		
Learning Target 1	Check For Understanding	Language Chunks & Vocabulary
I can determine what someone has done to help/hurt their health <i>Interpretive</i>	Students will first read several tweets about health and determine if they are positive or negative. Then, students will listen to a presentation from their teacher as he describes a recent visit to the doctors. Students will check off what their teacher has done. They	



	will then predict what else he probably did to help his health.	
Learning Target 2	Check For Understanding	Language Chunks & Vocabulary
I can predict what someone probably has done to help their health <i>Presentational</i>	Students will read a situation of another person’s health and will then decide what other courses of action they probably took. This will lead to the PACE explanation and co-construction.	
Learning Target 3	Check For Understanding	Language Chunks & Vocabulary
I can identify the different elements of the Mediterranean Diet <i>Interpretive</i>	Students will read an article about the Mediterranean Diet and will fill out a graphic organizer talking about the different elements of the Mediterranean Diet. They will then create menus that allow them to follow this diet.	
Learning Target 4	Check For Understanding	Language Chunks & Vocabulary
I can describe how what I have eaten has affected my health <i>Presentational</i>	Students will do a quick write talking about what they have eaten recently and how it made them feel. They will also compare their diet to the Mediterranean Diet.	
Learning Target 5	Check For Understanding	Language Chunks & Vocabulary
I can have a conversation about how WHS has affected my health <i>Interpersonal</i>	Students will receive a role and a personality and will have a conversation about the problems in WHS and how they have affected their health.	
Learning Target 6	Check For Understanding	Language Chunks & Vocabulary
I can critique WHS for how they have helped/hurt my health <i>Presentational</i>	Students will write a review of WHS for NEASC talking about how they have or haven’t helped their health.	
Learning Target 7	Check For Understanding	Language Chunks & Vocabulary
I can list how technology has helped and hurt my health	Students will read an article that talks about technology helping and	



<i>Interpretive</i>	hurting their health and will list those in a graphic organizer. They will then turn and talk and discuss the validity of these arguments.	
Learning Target 8	Check For Understanding	Language Chunks & Vocabulary
I can argue whether technology has helped or hurt my health <i>Interpersonal / Presentational</i>	Students will debate whether technology has helped or hurt their health. They will then do a quick write talking about whether it has helped or hurt to summarize their ideas.	

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Unit 3 Essential Question: What does it mean to live a healthy life?	Performance Indicator 3: I can present information about the dangerous decisions teenagers make in regards to their health	Proficiency Target: Strong Intermediate Mid
Performance Assessments:		
<ul style="list-style-type: none"> Presentational Speaking- Students will present proposals to the student council to help prevent vaping in the high school. They will create those proposals in groups and then present to smaller groups who will provide feedback to them. (This will not be graded) 		
Authentic Resources:		
<ul style="list-style-type: none"> Photos of Vaping/Cigarette Ads Article on Vaping in Panama 		
Targeted Structures:		
<ul style="list-style-type: none"> Present Perfect Present Perfect Subjunctive Subjunctive in Adjective Clauses 		
Learning Target 1	Check For Understanding	Language Chunks & Vocabulary
I can have a conversation about the similarities between vaping and cigarettes <i>Interpersonal</i>	Students will view photos of vaping ads and talk about their observations. Then they will view cigarette ads and talk about their observations and eventually	



	discuss the similarities.	
Learning Target 2	Check For Understanding	Language Chunks & Vocabulary
I can indicate what a Spanish speaking country has done to prevent vaping <i>Interpretive</i>	Students will read an article about what Panama did to reduce vaping and will fill out a graphic organizer about the law they put in place. They will then turn and talk and discuss the possibility in the U.S.	
Learning Target 3	Check For Understanding	Language Chunks & Vocabulary
I can propose a solution to help reduce vaping in the high school <i>Presentational</i>	Students will work together to create a proposal for student council to prevent vaping in schools. They will present their proposals to different groups who will give them feedback.	

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Unit 3 Essential Question: What does it mean to live a healthy life?	Performance Indicator 4: I can exchange information about the importance of mental health	Proficiency Target: Strong Intermediate Mid
Performance Assessments:		
<ul style="list-style-type: none"> Interpersonal Speaking- WHS wants to improve the way they treat mental health in the school and is asking for your help. With a group of 3-4 students, talk about what stresses you out in school and what you propose the school does to improve the treatment of mental health 		
Authentic Resources:		
<ul style="list-style-type: none"> https://comunicasalasaludmental.org/ <ul style="list-style-type: none"> Future PACE Lesson Benefits of Meditation infographic <ul style="list-style-type: none"> Benefits of Yoga article Spain Statistics 		
Targeted Structures:		
<ul style="list-style-type: none"> Future Tense 		



<ul style="list-style-type: none"> ● Continue with Present Perfect Tense <ul style="list-style-type: none"> ● Review of Subjunctive ● Review of Imperfect 		
Learning Target 1	Check For Understanding	Language Chunks & Vocabulary
I can list information about mental health <i>Interpretive</i>	Students will visit a website talking about mental health and will complete a graphic organizer listing information about mental health. They will then use sentence starters to state what shocked them or what was interesting.	
Learning Target 2	Check For Understanding	Language Chunks & Vocabulary
I can isolate facts about mental health <i>Interpretive</i>	Students will revisit the website and focus on the facts about mental health and complete a graphic organizer. Students will then have a conversation about the statistics.	
Learning Target 3	Check For Understanding	Language Chunks & Vocabulary
I can express my opinion on the importance of mental health <i>Interpersonal</i>	Students will receive a role and a personality and will have a conversation about mental health	
Learning Target 4	Check For Understanding	Language Chunks & Vocabulary
I can state what someone will do to help their mental health <i>Interpretive</i>	Students will receive a PACE reading talking about mental health problems and what the people will do to help their situations. Students will state what the people will do to help their mental health.	
Learning Target 5	Check For Understanding	Language Chunks & Vocabulary
I can respond to someone's questions about mental health <i>Interpersonal</i>	Students will read an email from someone asking for help about mental health and students will write a response. This will lead to the PACE lesson and co-construction of future tense.	
Learning Target 6	Check For Understanding	Language Chunks & Vocabulary



I can state habits that I will change to improve my mental health <i>Presentational</i>	Students will do a quick write where they identify something that stresses them out and what they will do to change that.	
Learning Target 7	Check For Understanding	Language Chunks & Vocabulary
I can list the benefits of meditation for mental health <i>Interpretive</i>	Students will read an infographic on meditation and will list the benefits that are mentioned and then practice meditation in class. This will be an MCAS day activity.	
Learning Target 8	Check For Understanding	Language Chunks & Vocabulary
I can match benefits of yoga to their descriptions <i>Interpretive</i>	Students will receive a title from an article talking about the benefits of yoga and match the title to an abbreviated version of the description. Students will then have a quick conversation about whether they did yoga or what they do to relieve stress.	
Learning Target 9	Check For Understanding	Language Chunks & Vocabulary
I can present information about the benefits of yoga <i>Presentational</i>	Students will receive a part of the article on yoga and will present their information to a group. Maybe gallery walk.	
Learning Target 10	Check For Understanding	Language Chunks & Vocabulary
I can respond to questions about mental health <i>Interpretive</i>	Students will take a survey about their mental health and then discuss the results.	
Learning Target 11	Check For Understanding	Language Chunks & Vocabulary
I can compare and contrast my stress to the stress of people in Spain <i>Interpersonal</i>	Students will view graphics of how Spanish people answered those same questions and students will discuss their observations, opinions and personal relationships to the statistics.	

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<p>Unit 3 Essential Question: What does it mean to live a healthy life?</p>	<p>Performance Indicator 5: I can have a conversation about a statistic related to health</p>	<p>Proficiency Target: Strong Intermediate Mid</p>
<p>Performance Assessments:</p> <ul style="list-style-type: none"> Interpersonal Speaking- Students will receive a statistic talking about some aspect of health that we have studied in class. They will read the statistic and speak for 5 minutes explaining their observations, their opinions and a personal relationship to the statistic. 		
<p>Authentic Resources:</p> <ul style="list-style-type: none"> Statistics on teenage health 		
<p>Targeted Structures:</p> <ul style="list-style-type: none"> Future Tense Continue with Present Perfect Tense <ul style="list-style-type: none"> Review of Subjunctive Review of Imperfect 		
<p>Learning Target 1</p>	<p>Check For Understanding</p>	<p>Language Chunks & Vocabulary</p>
<p>I can ask and answer questions about statistics related to health <i>Interpersonal</i></p>	<p>Students will receive a statistic and will discuss for 5 minutes including their observations, opinions and personal relationships to the statistic. Students will also listen to samples of good and needs improvement conversations from last year.</p>	
<p>Learning Target 2</p>	<p>Check For Understanding</p>	<p>Language Chunks & Vocabulary</p>
<p>I can discuss statistics and what they imply for my health <i>Interpersonal</i></p>	<p>Students will receive a statistic and will discuss for 5 minutes including their observations, opinions and personal relationships to the statistic.</p>	