

## Standards-Based Lesson Template

<b>Submission Date</b>	2019-07-19 18:51:30
<b>Teacher:</b>	Christina Favela-Garcia
<b>Class:</b>	Spanish 3/4
<b>Lesson/Unit Title:</b>	Helping a sick patient
<b>Abstract/summary of lesson:</b>	Students will collaborate to research a selected disease using the Medline Plus website. Based on their research students will designate roles (patient, receptionists, nurse and doctor) to create a skit focusing on customer service and assisting the patient.
<b>Students will know...</b>	<ol style="list-style-type: none"><li>1. How to research using the Medline Plus search engine</li><li>2. Provide excellent customer service in Spanish (utilizing the usted form)</li><li>3. Spanish vocabulary relevant to symptoms and their researched illness.</li></ol>
<b>Students will be able...</b>	<ol style="list-style-type: none"><li>1. Identify the symptoms in Spanish of different illnesses, as well as describe the ailments of that sickness</li><li>2. Research a selected illness</li><li>3. Collaborate to create a dialogue that politely assists the patient in need of help</li><li>4. Communicate in Spanish in the formal "usted" form as they provide excellent customer service to the patient.</li></ol>
<b>Standards/Skills addressed</b>	<p>California World Language Standards:</p> <p>Communication: Stage III, 3.0 - Students used planned language Stage III, 3.3 - Present to an audience of listeners</p> <p>Cultures Stage II, 2.0 - Students choose an appropriate response to a variety of situations.</p> <p>Structures Stage II, 2.0 - Students use sentence level elements to understand concrete and factual topics.</p>

**Performance tasks/projects:**

There are a few different performance tasks for this project. The big end project will be a performance in front of the class, and it will be monitored along the way with two mini-projects, described as followed:

**Mini-projects:**

1. Research - Assess their level of research on their selected illness (learning more about the symptoms, causes, treatments, and how to prevent the selected illness).
2. Writing - Creating a dialogue for patient, receptionists, nurse, and doctor. The written dialogue will be assessed on vocabulary, grammar, and will focus on the use of "usted" (formal way of addressing someone in Spanish)

**Larger-end project:**

1. Collaborative performance: Students will perform their skit in front of the class (Skit is all in Spanish). We will have it set up so that the patient walks in and is greeted by the receptionists (must include small talk). The they will be taken back by the nurse in which the nurse will demonstrate Spanish terminology for weight, blood pressure, checking with patient how they are doing, and introducing the doctor. Last, the patient will meet the doctor, describe his/her symptoms and the doctor will then explain what illness the patient is suffering from (along with a treatment plan).

**Test and quiz questions or essay prompts:**

These questions will be in Spanish and students will respond in Spanish:

1. What were the symptoms of your selected illness?
2. What was the treatment plan the doctor recommended?
3. How can a receptionist demonstrate care, concern and excellent customer service? (Provide sample phrases)
4. What were some of the things the nurse did?

**Other evidence to be used (e.g., observations, evaluation of work samples, discussion):**

1. Observation and evaluation of the performance in front of the class using a rubric.
2. Evaluation of their written work (dialogue) using a writing rubric

**Student self-assessments:**

1. Collaborative assessment - group members will evaluate themselves and their peers on how well they worked together on the task
2. Class feedback - After the presentation the class will provide feedback to presenters on their oral presentation (focusing on things such as being very polite and friendly, speaking in a loud voice, eye contact, etc.)

**Objectives**

1. Identify the symptoms in Spanish of different illnesses, as well as describe the ailments of that sickness
2. Research a selected illness
3. Collaborate to create a dialogue that politely assists the patient in need of help
4. Communicate in Spanish in the formal "usted" form as they provide excellent customer service to the patient.

**Motivation:**

Many of my students are in the health academy and I am sure there will be a natural buy-in with the lesson plan. Other than that, I will motivate the students by providing them with statistics PRIOR to beginning the lesson about how many people in te U.S. suffer from some type of disease and the need for more health care professionals. This will hopefully show students that although they may be in good health now, in the future, maybe in their career or personally, they will need to see a doctor for a serious health issue.

**Presentation:**

This is a unit of instruction and therefore has different lesson components to it. The first part entails the research part. I will use guided instruction and modeling to show students how to use Medline Plus (a health search engine). The next component is a collaborative aspect in which students research a disease they chose as a group. This part of the lesson will utilize a graphic organizer in which students take notes to learn how to organize their research. The next part of the research will consist of students working together to create their dialogue. I will also present this through guided instruction and with a graphic organizer to help the dialogue remain focused. This part will largely be students working together to come up with their dialogue while I am available for assistance.

**Application/Activities:**

Mini-projects:

1. Research - Assess their level of research on their selected illness (learning more about the symptoms, causes, treatments, and how to prevent the selected illness).
2. Writing - Creating a dialogue for patient, receptionists, nurse, and doctor. The written dialogue will be assessed on vocabulary, grammar, and will focus on the use of "usted" (formal way of addressing someone in Spanish)

Larger-end project:

1. Collaborative performance: Students will perform their skit in front of the class (Skit is all in Spanish). We will have it set up so that the patient walks in and is greeted by the receptionists (must include small talk). The they will be taken back by the nurse in which the nurse will demonstrate Spanish terminology for weight, blood pressure, checking with patient how they are doing, and introducing the doctor. Last, the patient will meet the doctor, describe his/her symptoms and the doctor will then explain what illness the patient is suffering from (along with a treatment plan).

**Materials needed:**

Computer, graphic organizers, Internet connection to get to Medline Plus Search Engine.

**Assessment/Evaluation:**

Students will be assessed on the various parts of the activities. When it comes to their writing tasks I will use a writing rubric. For the final-oral performance I will use a rubric focusing on their speaking skills. Students will then complete a collaborative assessment of each other in which they assess their team-mate's work towards their project.

**Closure/Reflection:**

While students are watching the group performances, the audience will be taking notes. Upon closure of the performances we will review the notes as a class and we can create a game where we guess the illness based on the symptoms.