

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION**

Agenda Item 9.1i

COURSE OF STUDY

FOR

NS Spanish 3 for Health Careers\$P, 2P

GSS171, GSS172

Segment

High School

Length of Course

One Year

Developed by

A. A. Benjamin Health Professions High  
School

First Edition

Fall 2014

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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“The Sacramento City Unified School District is committed in all of its activities, policies, programs, and procedures to provide equal opportunity for all to avoid discrimination against any person regardless of ethnicity, gender, religion, national origin, disability, marital status, or age.”





## Goals

- x In this course the students will have opportunity to continue refining their communication skills in Spanish and apply their knowledge of the language in medical settings either as a patient or as a health care provider.
- x The students will evaluate and analyze the impact of lifestyle on physical and mental health.
- x The students will observe and ~~analyze~~ their family's overall wellbeing and the influence of different health care practices in their communities.
- x The students will develop cultural awareness and communication skills involving reading, writing, listening, and speaking with emphasis in medical terminology.
- x The emphasis of the course will be on comprehension and production of frequently used language including the use of regular/ irregular preterit, discuss leisure time, comment on food, express activity preferences, discuss ways to communicate, react to news, ask for and give information, talk about things and people you know, express personal reactions, discuss family relationships, narrate in the past, discuss family celebrations, talk about activities in progress, discuss ways to stay fit and healthy, talk about daily routine and personal care, make suggestions, and discuss ~~cases~~ that affect personal ~~well~~ing.
- x The students will examine how finances affect health care among the Latino community in the United States.
- x The students will be able to talk about health, illnesses, and give advice in Spanish.
- x The students will learn about the lives and work of community organizers in the Latino community and discuss professionalism, the right to health care, and immigration.
- x The students will study different aspects of culture and current events in Spanish speaking countries.
- x The students will research volunteer opportunities in a health related field and reflect on the different options to actively participate and complete five community service hours.
- x The students will use Spanish in role playing situations like those in a medical environment to develop language skills to better understand the different roles, conflicts, and processes of the healthcare system.
- x The students will identify obstacles immigrant patients encounter when they try to get medical care.
- x

## Standards for Foreign Language Learning

### Communication

#### Communicate in Languages Other Than English

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

Standard 1.2 Students understand and interpret written and spoken language on a variety of topics

Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

### Cultures

#### Gain Knowledge and Understanding of Other Cultures

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

### Connections

#### Connect with Other Disciplines and Acquire Information

Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

### Comparisons

#### Develop Insight into the Nature of Language and Culture

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

### Communities

## Participate in Multilingual Communities at Home & Around the World

Standard 5.1 Students use the language both within and beyond the school setting

Standard 5.2 Students show evidence of becoming ~~lif~~ language learners by using the language for personal enjoyment and enrichment.

## Common Core Standards

### Writing Standards

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (single sitting or a day or two) for a range of tasks, purposes, and audiences.

### Speaking and Listening Standards



1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues,

## Textbook

An Introduction to Spanish for Health Care Workers: Communication and Culture  
Robert O. Chase and Claudia Medina Chase, Third edition, Yale University Press.

## Supplemental Instructional Materials

Abriendo Paso Lectura José Diaz and Stephen J. Collins, Prentice Hall 2005

Abriendo Paso Gramática José Diaz and Stephen J. Collins, Prentice Hall 2005

Triangulo, 5th Edition, Softcover (includes 1 Yr Learning Site) (Spanish Edition) Barbara Gatski (May 3, 2013)

Album Rebecca M. Valette & Joy Renjilia Burg, DC Heath Co. 1993

Repaso National Textbook Co. 1997

Sendas Literaria Aída Walqui



School of Medicine – Universidad Católica de Chile

<http://medicina.uc.cl/cim/centro-de-investigaciones-medicas>

Undocumented immigrants faces limited healthcare options

[http://www.huffingtonpost.com/2014/01/28/undocumented-immigrants-health-care\\_n\\_4679348.html](http://www.huffingtonpost.com/2014/01/28/undocumented-immigrants-health-care_n_4679348.html)

#### Other Resources

[www.bbc.co.uk/languages /spanish/other.shtml](http://www.bbc.co.uk/languages/spanish/other.shtml)

<http://www.prensaescrita.com/>

[www.lamusica.com](http://www.lamusica.com)

[www.univision.com](http://www.univision.com)

<http://news.bbc.co.uk/hi/spanish/news/>

[www.youtube.com](http://www.youtube.com)

[www.eltiempo.com](http://www.eltiempo.com)

[www.clarin.com](http://www.clarin.com)

[www.elpais.com](http://www.elpais.com)

## SECTION TWO — COURSE UNITS

### UNIT 1:

Introduction to personal health, diet, life styles and cultural competency

In this unit the students will evaluate and analyze the impact of lifestyle on physical and mental health. The students will be introduced to the concept of cultural competency and learn how to engage in linguistically and culturally appropriate dialogues with a patient. The students will learn about health indicators and lifestyle as they examine their family health, diet, and nutrition. The students will continue developing cultural awareness and appropriate vocabulary to be used in basic communication between patients and health care providers. In this unit the students will start reviewing the usage of present tense verbs, stem changing verbs, and irregular conjugations.

#### Key Assignments

1. Complete survey on healthy habits and nutrition. The students will share their answers in small groups. Each student will talk for one minute in the group and after all the group members have participated, they will rotate and share with a different group of students. When rotations are completed, the students will share with the class what they learned from other students during the activity. This survey will help students become aware of their own personal health and the lifestyle factors that may impact their health in positive and negative ways.
2. Using the textbook: An Introduction to Spanish for Health Care Workers: Communication and Culture the students will start learning vocabulary to talk about different aspects of personal health by completing two written activities and participating in class discussion about the meaning of "health". They will have the opportunity to talk about some of the health related issues affecting their families and communities.
3. The class starts to identify health behaviors and categorize them as dangerous or beneficial. The students will work in groups to present to the class the list of at least ten behaviors and explain why they are either dangerous or beneficial.
4. The students will prepare a skit to illustrate the conflicts between patients and health providers due to lack of cultural competency.
5. The students will be able to talk in Spanish about the importance of medical interpretation in the U.S. The students will first read an article about medical interpretation in the US and then make a poster and a presentation to explain communication issues, patient satisfaction, health processes, outcomes, complications, and use of health services.
6. The students will keep a binder with copies of all assignments done from the beginning to

## UNIT 2:

### Health Care Practices

In this unit the students will observe and analyze their families' overall well-being and the influence of different health care practices in their communities. The students will study vocabulary to talk about home remedies and the appropriate way to communicate such practices to health care providers when acting as medical interpreters. They will continue the discussion on cultural competency, patient satisfaction, diagnosis and treatment benefits according to the level of cultural sensitivity on the part of the health care providers. The students will also learn key vocabulary to read OTC medications' labels and be able to inform Spanish speaking patients on the content and usage of a given medication. This unit will also travel and cover aspects of international travel and exposure to illnesses abroad. Using the textbook and additional informational and fictional texts the students will be informed about communicable diseases and the precautions needed before traveling abroad.

#### Key Assignments

1. The students will brainstorm some of the possible elements that are affecting their well-being. After this, they will discuss in small groups the health problems in their families/communities and the solutions or remedies that are being used as treatments.
2. The students will read an article on Family Health and Lifestyle. They will read out loud with a classmate. The students will stop after each reader and talk for one minute about the paragraph that was just read. After reading the paragraph they will summarize the article and then meet two other people to share the most important facts. During this activity, the students will complete a chart to write additional notes. After this the class will discuss final questions.
3. The students will watch a video Choose Health –Five steps for better

## UNIT 3:





## UNIT 5:

### Volunteer and Career Choices

By evaluating the need of their communities, the students will research volunteer opportunities in a health related field and reflect on different options to actively participate and complete five community service hours. The students must establish a connection between the chosen volunteer activity and the career of their choice. After this, the students will research the career they are interested in and prepare a PowerPoint presentation to explain the professions of their choice. The students must also submit a written report on the chosen career according to a rubric. They must explain why they chose the career and how they can serve their communities in that profession. In this unit the students will learn vocabulary to talk about career options and practice interviews acting as both the employer and the prospective employee. The students will also practice the use of the conditional tense, present perfect, and review the usage of the subjunctive.

#### Key Assignments

1. The students will use the correct grammatical forms and vocabulary in Spanish to write a biography of a fictional character who is applying for a job in the medical field.
2. The students will write an application for the fictional character used in previous activity. The students will write the application based on the assigned job description and company.
3. The students will research a career they are interested in and prepare a PowerPoint presentation to explain the profession of their choice. The students must also submit a written report on the chosen career according to a rubric.
4. The students will complete a series of worksheets to practice the use of the conditional tense, present perfect, and review the usage of the subjunctive.
5. The students will work in small groups to prepare a job interview and present it to the class according to a given rubric and vocabulary.
6. The students will write a three-page paper on how to get a job. Paper must be all in Spanish and have a detailed list of steps to follow in the search for the desired occupation.
7. The students will find a place to volunteer for 5 hours – preferably in a health related program – and write a reflection on the experience. The students will also present a report to the class.

## UNIT 6:

### Prevention Programs and Local Healthcare Options

In unit six the students will use the information acquired during the previous units to create a portfolio. They will include a final five-page paper to demonstrate their writing skills and to reflect on the material learned during this course. The students will also prepare for a health fair to inform school community about health issues and prevention programs in the area available for Latino families. They will continue studying grammar structures, reviewing verb conjugation and usage in the imperfect, preterit, present perfect, and past perfect.

#### Key Assignments

1. Practice exam The students will take a practice test to review information studied during the yearlong course. The students will work in pairs to grade the test and make necessary corrections.
2. The students will write an outline for their final paper and complete vocabulary and grammar review.
3. The students will create a pamphlet to advertise local free clinics and other clinics available to low income families. The pamphlet must have contact information, hours, and directions.
4. The students will work in groups of four to prepare a health fair to inform Latino families in the school community about health issues and local prevention programs available to them.
5. The students will write a page reflection paper on the topics cover throughout the year. The paper will be part of the portfolio they will put together at the end of the course.

## Instructional Methods and/or Strategies

The class will be taught exclusively in the target language. Students will use Spanish to complete assignments, participate in class discussions and debates as well as to write reports and essays. Students taking this course have already been exposed to the target language for at least a year of instruction completely in Spanish; for this reason, I do not expect major difficulties regarding the use of the target language during instruction, student participation, and assessment process.

The students will work in groups to prepare reports on current events, culture, and traditions. Each group will be assigned a country and two newspaper sections to present a weekly report to the class. Reports will be based on information obtained from online newspapers and graded according to a given rubric. In addition, each student has to write a 150-word paragraph in Spanish to express his/her reaction to the news and to formulate possible solutions when applicable.

To successfully learn and maintain literacy in Spanish and effectively use medical-related vocabulary it is important to expose the students to authentic sources of Spanish language such as newspapers, magazines, movies, and online sources of information from Spanish speaking countries (news, radio, television). The students will read articles and essays on topics of interest to discuss and synthesize for the purpose of preparing oral presentations. From time to time, we will also have guest speakers to talk about a variety of issues that affect the Latin American community in the U.S.

## Assessment Methods and/or Tools

To receive credit for an assignment it must be complete and turned in on time. Homework will include activities to practice grammar, reading and writing assignments such as short stories, poetry, synthesis, or analysis of news/literary works to promote critical thinking.

The students will be graded based on individual participation. In some activities the student will be expected to share his/her answers in Spanish with a classmate, in small groups, or with the entire class. Class work includes discussions, oral presentations, and written analysis on information presented through video, audio/songs, articles, literary works, or guest speakers.

There will be an ongoing evaluation to assess oral and written skills. Students can expect a written assessment every week. A test will be given at the end of each course. Different formats will be used to assess the four elements of language: listening, writing, speaking, and reading. There will be multiple choice and essay questions. Oral quizzes will be given to assess students' ability to respond to a variety of topics and questions.

- x Video / Audio Activities – On culture, grammar and health-related topics.
- x Oral and written reports on current news from Spanish speaking countries  
especial emphasis on current healthcare issues.
- x Songs and music from Spanish Speaking countries – Singing and writing
- x “Centro Literario” – An opportunity for the students to experience the richness of Spanish and Latin American literary works and culture through live representations of plays.