



K-U-D Chart

Foreign Language – Spanish 502 OL

Unit #1: *The Patient and General Health*

Unit Essential Question(s):

1) How can one communicate with a person who speaks another language in a health setting?

Know (Second) What do students need to know in order to be able to do and understand? (concepts /"knowledge nuggets", facts, formulas, key vocabulary)	Understand (Last) What do students need to deeply understand? What's the big idea ? (broad concepts, big ideas , declarative statement of enduring understanding)	Do (First) What do students need to be able to do by the end of the unit? (skills, competencies ; not learning activities)
1) Vocabulary pertaining to body and health 2) Vocabulary pertaining to a common Patient Intake form 3) How to tell a patient or client to do something 4) How to talk about an injury	1) There are many ways to communicate in language when you don't know specific words.	1) Greet patients and ask the reason for their visit 2) Recognize cultural health differences 3) Admit a patient/work with a patient's first visit 4) Get personal information and demographics 5) Recognize most common exterior body parts and other health vocab from the unit 6) Tell a patient what to do

Unit #2: Heart Attacks, Blood Pressure, and Basic Patient Information

Unit Essential Question(s):

- 1) What can happen if you make assumptions about one's background?
- 2) How do we assess a situation before making decisions?

<p align="center">Know (Second)</p> <p>What do students need to know in order to be able to do and understand?</p> <p>(concepts/"knowledge nuggets", facts, formulas, key vocabulary)</p>	<p align="center">Understand (Last)</p> <p>What do students need to deeply understand? What's the big idea?</p> <p>(broad concepts, big ideas, declarative statement of enduring understanding)</p>	<p align="center">Do (First)</p> <p>What do students need to be able to do by the end of the unit?</p> <p>(skills, competencies; not learning activities)</p>
<ol style="list-style-type: none"> 1) How to get basic initial patient information 2) The signs and symptoms of a heart attack 3) The triggers and causes of high blood pressure 	<ol style="list-style-type: none"> 1) It is important to learn the background of patients before making decisions. 2) It is important to understand all information before making an assessment. 	<ol style="list-style-type: none"> 1) Get basic patient intake information 2) Discuss high blood pressure and heart attacks 3) Know the questions to ask to check for a heart attack

Unit #3: *Car Accidents, Prescriptions and Instructions*

Unit Essential Question(s):

- 1) How do you prevent chaos in a crisis situation?
- 2) What role does support personnel play in patient situations?

Know (Second)	Understand (Last)	Do (First)
<p>What do students need to know in order to be able to do and understand?</p> <p>(concepts/"knowledge nuggets", facts, formulas, key vocabulary)</p>	<p>What do students need to deeply understand? What's the big idea?</p> <p>(broad concepts, big ideas, declarative statement of enduring understanding)</p>	<p>What do students need to be able to do by the end of the unit?</p> <p>(skills, competencies; not learning activities)</p>
<ol style="list-style-type: none"> 1) How to talk about prescriptions and care instructions 2) Steps to help in the event of a car accident 3) Grammar for discussing unexpected and unforeseen events 	<ol style="list-style-type: none"> 1) Giving prescription and care instructions must be precise. 2) Crisis situations are handled through practice of the steps and procedures. 	<ol style="list-style-type: none"> 1) Give prescription instructions and other care instructions 2) Talk about unforeseen or unexpected events 3) Follow procedure for being the first responder to the scene of a car accident

Unit #4: *First Responders*

Unit Essential Question(s):

- 1) What are the tools that first responders use?
- 2) What role do first responders play in emergency situations?

Know (Second)	Understand (Last)	Do (First)
<p>What do students need to know in order to be able to do and understand?</p> <p>(concepts/"knowledge nuggets", facts, formulas, key vocabulary)</p>	<p>What do students need to deeply understand? What's the big idea?</p> <p>(broad concepts, big ideas, declarative statement of enduring understanding)</p>	<p>What do students need to be able to do by the end of the unit?</p> <p>(skills, competencies; not learning activities)</p>
<ol style="list-style-type: none"> 1) Vocabulary pertaining to a common Patient Intake form 2) Vocabulary pertaining to first responder procedures 3) How to tell a patient or client to do something 4) How to talk about an injury 	<ol style="list-style-type: none"> 1) First responders are often the most important aspect of recovery from an injury. 	<ol style="list-style-type: none"> 1) Give a patient advice using subjunctive mood 2) Tell the basic tools in an ambulance and first responder bag 3) Tell what the role of the first responders are in an emergency.

Unit #5: *Depression and Suicide*

Unit Essential Question(s):

- 1) How do you handle a patient who is depressed or suicidal?
- 2) What role do healthcare workers play in a situation where a patient is depressed or suicidal?

Know (Second)	Understand (Last)	Do (First)
<p>What do students need to know in order to be able to do and understand?</p> <p>(concepts/"knowledge nuggets", facts, formulas, key vocabulary)</p>	<p>What do students need to deeply understand? What's the big idea?</p> <p>(broad concepts, big ideas, declarative statement of enduring understanding)</p>	<p>What do students need to be able to do by the end of the unit?</p> <p>(skills, competencies; not learning activities)</p>
<ol style="list-style-type: none"> 1) The signs, symptoms and treatments of depression and suicide 2) Grammar for using common Spanish idioms 	<ol style="list-style-type: none"> 1) Depression and suicide affect many Americans. 2) Depression and suicide issues are prevalent in our society. 3) Depression is an illness, not a state of mind. 	<ol style="list-style-type: none"> 1) Talk to patients about depression and suicide 2) Recognize the warning signs for depression and suicide 3) Follow procedure for responding to a patient in a clinic or crisis center

Unit #6: *Doctor/Patient Relationship, Interpretation*

Unit Essential Question(s):

1. How does one translate in the medical profession properly and accurately without risk of liability?
2. How does one relate to patients?

Know (Second)	Understand (Last)	Do (First)
<p>What do students need to know in order to be able to do and understand?</p> <p>(concepts/"knowledge nuggets", facts, formulas, key vocabulary)</p>	<p>What do students need to deeply understand? What's the big idea?</p> <p>(broad concepts, big ideas, declarative statement of enduring understanding)</p>	<p>What do students need to be able to do by the end of the unit?</p> <p>(skills, competencies; not learning activities)</p>
<ol style="list-style-type: none"> 1) Vocabulary pertaining tests and hospitals 2) Vocabulary pertaining to a common Patient Intake form 3) How to properly translate for a patient 4) Appropriate bedside manner 	<ol style="list-style-type: none"> 1) There are several ways to interpret for patients and doctors. 2) Translation in the medical profession carries major risk and liability. 3) Bedside manner is as important as knowledge and skill. 	<ol style="list-style-type: none"> 1) Properly place adjectives and adverbs 2) Translate accurately for a patient

Unit #7: *Childhood Illnesses and Common Symptoms*

Unit Essential Question(s):

1. What types of illnesses are common for children?
2. What injections or inoculations are suggested for children?

Know (Second)	Understand (Last)	Do (First)
<p>What do students need to know in order to be able to do and understand?</p> <p>(concepts/"knowledge nuggets", facts, formulas, key vocabulary)</p>	<p>What do students need to deeply understand? What's the big idea?</p> <p>(broad concepts, big ideas, declarative statement of enduring understanding)</p>	<p>What do students need to be able to do by the end of the unit?</p> <p>(skills, competencies; not learning activities)</p>
<ol style="list-style-type: none"> 1) Vocabulary pertaining childhood illnesses and diseases 2) Vocabulary pertaining to a common Patient Intake form 3) How to talk to a patient about his/her son or daughter 	<ol style="list-style-type: none"> 1) Home remedies are often used in Hispanic cultures. 2) Well-child visits are different than visits for illness or injury. 	<ol style="list-style-type: none"> 1) Properly use infinitives and gerunds 2) Talk to patients about childhood issues and illnesses

Unit #8: *Unexplained Illnesses*

Unit Essential Question(s):

1. How does one determine illnesses that may not have a specific test or analysis for diagnosis?

Know (Second)	Understand (Last)	Do (First)
<p>What do students need to know in order to be able to do and understand?</p> <p>(concepts/"knowledge nuggets", facts, formulas, key vocabulary)</p>	<p>What do students need to deeply understand? What's the big idea?</p> <p>(broad concepts, big ideas, declarative statement of enduring understanding)</p>	<p>What do students need to be able to do by the end of the unit?</p> <p>(skills, competencies; not learning activities)</p>
<ol style="list-style-type: none"> 1) Vocabulary pertaining to unexplained illnesses 2) Past subjunctive construction 	<ol style="list-style-type: none"> 1) Some illnesses are real even though there may be no confirmation exam, analysis or test. 	<ol style="list-style-type: none"> 1) Properly use past subjunctive 2) Talk to patients about illnesses that may have symptoms without physical connections

Unit #9: *Sports Injuries and Therapies*

Unit Essential Question(s):

1. What are some of the more common sports injuries seen in doctor's offices?
2. What is the difference among the different therapies for treatment?

Know (Second)	Understand (Last)	Do (First)
<p>What do students need to know in order to be able to do and understand?</p> <p>(concepts/"knowledge nuggets", facts, formulas, key vocabulary)</p>	<p>What do students need to deeply understand? What's the big idea?</p> <p>(broad concepts, big ideas, declarative statement of enduring understanding)</p>	<p>What do students need to be able to do by the end of the unit?</p> <p>(skills, competencies; not learning activities)</p>
<ol style="list-style-type: none"> 1) Vocabulary pertaining to sports injuries and different therapy options 2) "Modismos" or sayings with the verbs "tener", "dar", "hacer" 	<ol style="list-style-type: none"> 1) Sports injuries are one area that a general practitioner deals with. 2) There are different types of therapies for treatment of sports injuries. 	<ol style="list-style-type: none"> 1) Properly use common expressions in the Spanish language that use specific verbs 2) Talk to patients about sports injuries and explain the injury and treatment options.

Unit #10: *Patient Discharge and Homecare Instructions*

Unit Essential Question(s):

1. What are the procedures for discharging a patient?
2. What does the doctor provide the patient upon release from care?

Know (Second)	Understand (Last)	Do (First)
<p>What do students need to know in order to be able to do and understand?</p> <p>(concepts/"knowledge nuggets", facts, formulas, key vocabulary)</p>	<p>What do students need to deeply understand? What's the big idea?</p> <p>(broad concepts, big ideas, declarative statement of enduring understanding)</p>	<p>What do students need to be able to do by the end of the unit?</p> <p>(skills, competencies; not learning activities)</p>
<ol style="list-style-type: none"> 1) Vocabulary pertaining to discharge, release, and homecare instructions 2) Patient Intake form in its entirety (culminating assignment) 	<ol style="list-style-type: none"> 1) Patient discharge and release is dependent upon the physician and comes with specific instructions. 2) Physicians need complete patient demographic information from a patient before treatment. 	<ol style="list-style-type: none"> 1) Get complete patient demographic information from a form (in English) for a patient when there is no translated version available 2) Tell a patient what their discharge instructions are