

Unidad 1: Educación y Carreras

Posibles subtemas: Las relaciones profesionales; la etiqueta profesional/educativa; las pasantías

LEARNING OUTCOMES

Students will be able to independently and collaboratively use their learning to... *(What kinds of long-term independent accomplishments are desired)*

- analyze and identify abilities and characteristics required in a variety of career options and relate them to their own abilities
- discuss personal, educational and career skills in various fields; show understanding of skills/abilities need for different types of professions.
- produce an oral or written presentation demonstrating an understanding of employment practices.
- demonstrate comprehension of content from authentic audio and visual texts relating to professions.
- evaluate and interpret written texts and materials related to contemporary professional life.
- produce and/or complete professional and educational documents (e.g. résumés, cover letters, emails, etc.)

MEANING

UNDERSTANDINGS

Students will understand that... *(What specifically do you want students to understand? What inferences should they make?)*

- there are similarities and differences between a variety of professional fields in the United States and Spanish-speaking countries.
- professional documents and behaviors vary by cultures
- the process of acquiring a job incorporates multiple steps
- workplace etiquette is important and can vary by culture
- many industries are adjusting to incorporate sustainability and ecological concerns

ESSENTIAL QUESTIONS

Students will keep considering... *(What thought-provoking questions will foster inquiry, meaning making, and transfer?)*

1. What ideas or factors influence our decisions for choice of profession and education?
2. How have social perspectives influenced the working world?
3. What comparisons can you make between professional documents and etiquette in the United States and the Spanish-speaking world?
4. What impact has sustainability and environmental consciousness had on professional choices and careers?

ACQUISITION

ACQUIRED KNOWLEDGE

Students will know... *(What facts and basic concepts should students know and be able to recall?)*

- vocabulary necessary to maintain a discussion related to professions and educational themes
- sociocultural and socioeconomic factors that influence individuals' decisions related to their career choices
- communication requirements necessary to acquire a job and function in a professional setting

LANGUAGE SKILLS

Students will be skilled at... *(What discrete skills and processes should students be able to use?)*

- demonstrating an understanding of features of the professional world in target-culture communities and make a comparison to their own.
- asking and answering work-related questions using appropriate vocabulary and grammar constructions.
- describing characteristics, past experiences and future professional/educational plans
- interpreting and comprehending a variety of written and audio resources about professional skills and share their understanding and opinion of the information received.
- exploring attitudes about professional etiquette and practices.

AVANCEMOS TEXTBOOK ALIGNMENT: UI- El mundo de trabajo

INSTRUCTIONAL RESOURCES: Realia, authentic materials (audio, video, print, digital, etc.)

GRAMMAR: Ser vs Estar; object/reflexive pronouns; Review future--added; (Recycled: conditional, present perfect and preterit [vs. imperfect])

Unidad 2: Vida Contemporánea

Posibles subtemas: Deportes e identidad cultural; los viajes; estudiar al extranjero; las pasantías; el ecoturismo

LEARNING OUTCOMES

Students will be able to independently and collaboratively use their learning to... *(What kinds of long-term independent accomplishments are desired)*

- define culture and the influences of sports and leisure in the development of cultural identity.
- analyze main ideas and significant details of the culture of entertainment and sports in Spanish speaking countries.
- present on sports and leisure-related topics while providing information on common practices and traditions of the cultures studied.
- make travel arrangements and discuss travel concerns/options
- produce documents on ecosystem and impacts of tourism

MEANING

UNDERSTANDINGS

Students will understand that... *(What specifically do you want students to understand? What inferences should they make?)*

- sports and leisure activities include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a culture.
- the role of fans' influence and impact on the culture of sports in the US and the Hispanic world.
- cultural identity is a reflection of many different factors including sports and entertainment that a community adopts
- personal, family, and community history is a source of information for individuals about the people and places around them.
- travel impacts our perceptions of not only host cultures but perceptions of our own native cultures
- attitudes towards the environment play a significant role in travel/tourism

ESSENTIAL QUESTIONS

Students will keep considering... *(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)*

1. How are people from different cultures universally alike?
2. To what extent do sports and entertainment shape and/or reflect culture identity?
3. What influences the popularity of certain sports and leisure activities in Spanish speaking countries and the United States?
4. How can sports promote national pride?
5. What types of adventures or leisure activities do ecotourism countries provide?
6. How do countries preserve their ecosystems for tourism purposes and how does that provide opportunities for United States citizens to study and work in sciences?
7. How does travel/study abroad impact our perceptions of cultures and our language abilities?

ACQUISITION

ACQUIRED KNOWLEDGE

Students will know... *(What facts and basic concepts should students know and be able to recall?)*

- vocabulary and grammar necessary to express opinions and react to feelings and reactions to information about sporting events and leisure activities.
- how to compare and contrast Hispanic sporting events to U.S sporting events.
- how to explore attitudes when reacting to various Hispanic sports traditions and leisure activities
- the impact of tourism/travel on the environment and ecotourism
- the impact of travel/study abroad on our language abilities and perceptions of other cultures and our own

LANGUAGE SKILLS

Students will be skilled at... *(What discrete skills and processes should students be able to use?)*

- describing how sports culture is expressed through and influenced by the behavior of people.
- explaining how personal, cultural and national identity can be expressed through sports and leisure activities.
- explaining how sports and leisure provide a common thread that enables people from different cultures to feel connected
- navigating situations relevant to travel/study abroad (e.g., making reservations)
- identifying cultural differences and similarities from the United States to the country of study

AVANCEMOS TEXTBOOK ALIGNMENT: U2- Ejercicio y Diversión; U3- La aventura de viajar
INSTRUCTIONAL RESOURCES: Realia, authentic materials (audio, video, print, digital, etc.)

GRAMMAR: Preterit vs imperfect; comparatives; gerunds; past participles; present/past perfect; morphological future & conditional (Recycled: Adverbs, reflexives: commands; periphrastic future)

Unidad 3: Las Relaciones Interpersonales

Posibles subtemas: Historia y presente; Derechos humanos y la justicia social; Las relaciones entre naciones y culturas

LEARNING OUTCOMES

Students will be able to independently and collaboratively use their learning to... *(What kinds of long-term independent accomplishments are desired)*

- examine, compare and reflect on cultural social justice issues in Spanish-speaking countries and their relation to their historical origins.
- identify the interconnected nature and overlap between social justice movements and their common roots
- evaluates and interprets written texts and materials pertaining to social issues
- express opinions, discuss and/or debate possible solutions for social issues
- understand the concern for injustice and inequality in this country and around the world
- practice awareness of and respect for the diversity of cultures and people in this country and in the world.

MEANING

UNDERSTANDINGS

Students will understand that... *(What specifically do you want students to understand? What inferences should they make?)*

- there are multiple systems in place that institutionalize inequalities
- the religious, political, economic and social hierarchies instituted during the colonial period have had profound effects on Latin America for centuries.
- there are systematic characteristics that are still in place in today's society that affect social-economic status and quality of life.
- there has been a strong political tie between the United States and Spanish-speaking countries both historically and continuing to the present day.

ESSENTIAL QUESTIONS

Students will keep considering... *(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)*

1. What are the effects of colonialism visible on present day cultures of Spain and the Americas?
2. What types of social justice concerns can you impact? And how?
3. What creates (in)equity in a society?
4. How have different social movements and institutions addressed issues of inequalities and how are they connected?
5. How does technology allow for global networking and understanding of social movements abroad?

ACQUISITION

ACQUIRED KNOWLEDGE

Students will know... *(What facts and basic concepts should students know and be able to recall?)*

- that many political, social, religious and economic factors have influenced and continue to influence our global society
- that impact of colonialism is still present today in our global society
- that there are multiple factors that contribute to the current state of various social issues
- that social issues often share common roots and there is considerable overlap in movements working for social change

LANGUAGE SKILLS

Students will be skilled at... *(What discrete skills and processes should students be able to use?)*

- describing how different cultures interact
- talking about the interaction of different cultures throughout history and connecting historical events with the modern world.
- engaging in a conversation about social, cultural, and political practices in the Spanish speaking countries before and after 1492.
- participating in class discussions expressing social and political views concerning social justice issues
- expressing an understanding of the roles and responsibilities associated with social justice
- promoting ways people can impact communities abroad through service
- identifying the principles of human rights in the US and around the world

AVANCEMOS TEXTBOOK ALIGNMENT: U4- ¿Cómo es nuestra sociedad?

INSTRUCTIONAL RESOURCES: Realia, authentic advertisements (audio, video, print, digital, etc.); documentary films

GRAMMAR: Present subjunctive in noun, adjectival & adverbial clauses (Recycled: Prepositional verbs, present progressive, future & pronouns)

Unidad 4: Las Comunidades

Posibles subtemas: La comunidad; las artes; modos de expresión artística

LEARNING OUTCOMES	
<p>Students will be able to independently and collaboratively use their learning to... (<i>What kinds of long-term independent accomplishments are desired?</i>)</p> <ul style="list-style-type: none"> maintain a discussion related to different types of artistic expression; discuss and/or debate personal preferences. express and explain how history has affected the arts; make connections between historical contexts and current attitudes towards forms of artistic expression.. compare and contrast styles and views towards the arts over the years in different countries. 	<ul style="list-style-type: none"> explore artistic expressions in your own community or your school and compare them to forms of artistic expressions in Spanish-speaking communities. interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives. analyze characteristics of specific works and authors read and analyze classic and contemporary works and consider their significance/relevance to contemporary society.
MEANING	
<p>UNDERSTANDINGS Students will understand that... (<i>What specifically do you want students to understand? What inferences should they make?!</i>)</p> <ul style="list-style-type: none"> there exists a large diversity in styles of art, music, literature and dance in the Spanish-speaking world. historical events have influenced the styles of artists in Spanish-speaking countries . the arts are an expression of culture and can be an integral part of a society. artistic expression is often the result of the interaction of diverse cultures within one society. there are many different language learning skills and strategies to develop when interpreting various types of art forms. the arts are a vehicle by which the author teaches us about their culture. 	<p>ESSENTIAL QUESTIONS Students will keep considering... (<i>What thought-provoking questions will foster inquiry, meaning-making, and transfer?!</i>)</p> <ol style="list-style-type: none"> How did the various genres of art come to exist and what are their historical and geographical roots? How can different styles and genres of artistic expression be distinguished? What impact does Latin American, Latinx and Spanish culture have in the arts in the United States? How does a particular dance, musical genre, literary work and/or art form reflect a culture? What influences the development of styles of artistic expression that have become mainstream today? What are the characteristics of popular artistic styles in the Spanish-speaking world and why?
ACQUISITION	
<p>ACQUIRED KNOWLEDGE Students will know... (<i>What facts and basic concepts should students know and be able to recall?!</i>)</p> <ul style="list-style-type: none"> major genres, geographic regions and characteristics of various forms of artistic expression (music, dance, visual arts, literature, etc.) in the Spanish-speaking world. themes related to different art forms; historical facts about art and the artists; cultural influences and contributions to art vocabulary necessary to discuss/compare different forms of art how to predict outcomes and actions in an artistic text based on context clues and personal experiences, and evaluate the accuracy of those predictions. how to analyze the emotions and ideas evoked from a piece of art how to analyze and identify details that support various artistic themes and relate them to one's personal life. 	<p>LANGUAGE SKILLS Students will be skilled at... (<i>What discrete skills and processes should students be able to use?!</i>)</p> <ul style="list-style-type: none"> identifying and describing the different styles of artistic expression. recognizing the contributions of Latinx artists on your own culture. producing oral or written artefacts reflecting the arts. evaluating and interpreting materials on the arts. discovering new reading strategies that will help with understanding the text summarizing readings using paraphrasing and other re-telling strategies identifying key elements of literature; analyzing plot elements. describing the socio-historical context in which a work of art is produced incorporating personal experiences and other sources of ideas into their understanding. discussing and analyzing art; communicating with others to create interpretations. interpreting various forms of art
<p>AVANCEMOS TEXTBOOK ALIGNMENT: U5- ¡Hablemos de arte! INSTRUCTIONAL RESOURCES: Realia, authentic advertisements (audio, video, print, digital, etc.); short stories/poems</p>	<p>GRAMMAR: Future & conditional perfect; relative pronouns; passive voice; passive/impersonal <i>se</i>; dative of interests (Recycled: Present perfect; future & imperfect)</p>

Unidad 5: Las Ciencias

Posibles subtemas: El medio ambiente; la tecnología; la vida sostenible

LEARNING OUTCOMES

Students will be able to independently and collaboratively use their learning to... *(What kinds of long-term independent accomplishments are desired)*

- communicate on a variety of topics relevant to human impact on the environment.
- analyze problems and solutions relevant to human impact on the environment.
- understand cultural perspectives about human impact on the environment.
- make predictions about the future; discuss the possible role of technology; express opinions about ecological issues
- discuss environmental issues and possible solutions
- understand cultural perspectives on ecological problems and solutions.

MEANING

UNDERSTANDINGS

Students will understand that... *(What specifically do you want students to understand? What inferences should they make?)*

- the causes of environmental problems.
- how different societies and cultures through the ages have impacted the environment.
- who controls natural resources can have long-reaching impacts on the environment and the society as a whole
- how various factors have driven innovation and discovery in the field of environmental conservation.
- potential solutions to environmental problems.

ESSENTIAL QUESTIONS

Students will keep considering... *(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)*

1. What are causes of environmental problems?
2. How have different societies and cultures through the ages impacted the environment?
3. Who controls the natural resources in a society and what impact does it have on communities and the environment?
4. What factors drive innovation and discovery in the field of environmental conservation?
5. What are potential solutions to environmental problems?

ACQUISITION

ACQUIRED KNOWLEDGE

Students will know... *(What facts and basic concepts should students know and be able to recall?)*

- vocabulary related to the environment and technology.
- vocabulary and structures necessary for comparing and contrasting environmental and technological issues.
- how to formulate questions and extend a conversation about sustainable living and technology.
- phrases for expressing opinions about recycling, conservation, and technology practices.
- the vocabulary and formatting for a variety of written correspondence.

LANGUAGE SKILLS

Students will be skilled at... *(What discrete skills and processes should students be able to use?)*

- using a variety of verb tenses and moods to discuss past, present and future environmental issues in the US and Latin America
- debating and persuading innovative solutions to environmental and technological issues in all modes of communication.
- responding to a written or oral prompt about environmental issues.
- comprehending a variety of written texts about issues related to the environment, sustainability and technology
- comprehending a variety of audio and video resources about the environment, sustainability and technology.

AVANCEMOS TEXTBOOK ALIGNMENT: N/A

INSTRUCTIONAL RESOURCES: Realia, authentic advertisements (audio, video, print, digital, etc.)

GRAMMAR: Imperfect subjunctive; Past perfect subjunctive; Sequence of tenses (Recycled: Comparatives; preterit vs. imperfect; past perfect indicative)

Unidad 6: Temas Globales

Posibles subtemas: La economía global; la globalización; la inmigración; los medios de comunicación

LEARNING OUTCOMES

Students will be able to independently and collaboratively use their learning to... *(What kinds of long-term independent accomplishments are desired)*

- discuss the impact of globalization and economic models relevant to agriculture and food
- describe the connection between events in the United States and the Spanish-speaking world as it pertains to globalization and immigration
- identify connections between the local community and global markets
- interpret the influence of the media on the individual attitudes/perceptions and those of the broader community
- identify the media's impact on our consumption

MEANING

UNDERSTANDINGS

Students will understand that... *(What specifically do you want students to understand? What inferences should they make?)*

- the geography of Latin America, the Caribbean, and Spain affects the products produced and agricultural practices.
- the media has an impact on an individual's identity, perceptions and actions.
- agriculture and the global economy impact immigration and our consumption habits/culture.
- events that happen locally are impacted by global influences and vice versa

ESSENTIAL QUESTIONS

Students will keep considering... *(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)*

1. What role do products imported from other countries have in our community and/or culture?
2. What impact does geography have on agriculture and production of exports of Latin America, Caribbean and Spain?
3. How does personal consumption intersect with the global economy?
4. What is the impact of the media on individuals' identities, perceptions and actions?
5. What impact can an individual have on social change?

ACQUISITION

ACQUIRED KNOWLEDGE

Students will know... *(What facts and basic concepts should students know and be able to recall?)*

- vocabulary associated with agriculture and global economics
- that events in other countries are connected to our lives in the United States
- that United States policies consumptions affect immigration and economy of other countries
- an individual's consumption can directly impact the economy of another country.

LANGUAGE SKILLS

Students will be skilled at... *(What discrete skills and processes should students be able to use?)*

- comparing and contrasting the regional markets in the United States and Spanish-speaking countries.
- making connections between historical events and current attitudes towards immigration, global economics and political policies
- demonstrating comprehension of content from authentic audio visual texts relating to agriculture, immigration and global events.
- evaluating and interpreting written texts and materials on agriculture and global events
- discussing the impact of the media on our daily lives

AVANCEMOS TEXTBOOK ALIGNMENT: U6- Ver, Divertirse e Informarse
INSTRUCTIONAL RESOURCES: Realia, authentic advertisements (audio, video, print, digital, etc.); films

GRAMMAR: Imperfect subjunctive; Past perfect subjunctive; Sequence of tenses (Recycled: Comparatives; preterit vs. imperfect; past perfect indicative)