

# Unidad 1: Las Relaciones Interpersonales

Posibles subtemas: Los amigos; las relaciones profesionales; las relaciones interpersonales

LEARNING OUTCOMES	
<p><b>Students will be able to independently and collaboratively use their learning to...</b> (<i>What kinds of long-term independent accomplishments are desired?</i>)</p> <ul style="list-style-type: none"> <li>● identify similarities and differences in greetings and personal introductions through comparisons of the student's own community and Spanish speaking countries.</li> <li>● communicate about common activities, hobbies and pastimes in the United States and Spanish speaking countries</li> <li>● asking and answering simple questions about activities; likes and dislikes</li> <li>● formulating questions and obtaining information related to personal information and identity</li> <li>● formulating questions and obtaining information related to recreation and particular areas of interest.</li> </ul>	
<ul style="list-style-type: none"> <li>● comprehend audio and written sources about pastimes in a variety of Spanish-speaking countries</li> <li>● compare cultural traditions about specific pastimes.</li> <li>● comprehend short exchanges and texts that use learned vocabulary about friends, activities,</li> <li>● expand knowledge of similarities and differences of friendships in Spanish speaking countries with the United States</li> <li>● investigate the nature of culture through comparisons of the target culture(s) and the student's own culture and how the two cultures interact.</li> </ul>	
MEANING	
<p><b>ENDURING UNDERSTANDINGS</b></p> <p><b>Students will understand that...</b> (<i>What specifically do you want students to understand? What inferences should they make?</i>)</p> <ul style="list-style-type: none"> <li>● difference between a definite and an indefinite article in when identifying a person or an object</li> <li>● diversity of countries that speak Spanish and their corresponding nationalities</li> <li>● use of appropriate interrogatives to form questions</li> <li>● language is an important tool to connect with, and learn about, new people, cultures and ideas and learning a language is an ongoing process.</li> <li>● adjectives in Spanish agree in gender (masculine/feminine) and number (singular/plural)</li> <li>● the most basic form of the the verb is the <b>infinitive</b>.</li> <li>● the infinitive forms of verbs in Spanish end in <b>-ar, -er, or -ir</b>.</li> <li>● cognates are words that can look and sound similar in more than one language and can help you guess the meaning of a word you do not know.</li> <li>● leisure activities may vary according to geography and culture</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><b>Students will keep considering...</b> (<i>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</i>)</p> <ul style="list-style-type: none"> <li>● What personal qualities help or hinder the formation of relationships?</li> <li>● How can differences or disagreements strengthen friendships?</li> <li>● What are the benefits of having a good friend?</li> <li>● What does it takes to be a good friend?</li> <li>● Why do people of different cultures do certain activities in their leisure time?</li> <li>● How do friends influence leisure activities?</li> <li>● What influences the popularity of certain sports and leisure activities in the target language country?</li> <li>● How do cultural norms affect how you interact with others what you do with your friends?</li> </ul>
ACQUISITION	
<p><b>ACQUIRED KNOWLEDGE</b></p> <p><b>Students will know...</b> (<i>What facts and basic concepts should students know and be able to recall?</i>)</p> <ul style="list-style-type: none"> <li>● how to use the verb "ser" for descriptions of characteristics of themselves and friends</li> <li>● formal vs informal register</li> <li>● interrogatives for greetings and introductions</li> <li>● a variety of vocabulary words to describe themselves and others</li> <li>● the rules of adjective agreement and placement</li> <li>● how to use gustar with infinitives to express likes and dislikes</li> <li>● how to identify people using subject pronouns</li> </ul>	<p><b>LANGUAGE SKILLS</b></p> <p><b>Students will be skilled at...</b> (<i>What discrete skills and processes should students be able to use?</i>)</p> <ul style="list-style-type: none"> <li>● describe themselves and others using the proper adjective/noun agreement in an oral or written presentation</li> <li>● have a conversation with others about self and friends</li> <li>● ask and answer questions related to self and friends</li> <li>● use reading and listening strategies to understand basic audio and texts about leisure activities and friends</li> <li>● compare and contrast after school activities in Spanish-speaking cultures and the United States</li> <li>● discuss likes and dislikes</li> </ul>
<p><b>AVANCEMOS TEXTBOOK ALIGNMENT:</b> Unit 1: Un rato con amigos + lección preliminar</p>	<p><b>GRAMMAR:</b> Greetings; Introductions; Saying where you are from; Numbers from 1 to 10; Exchanging phone numbers; Days of the week; The weather; Classroom phrases; Subject pronouns and <b>SER; GUSTAR</b> with an infinitive; Definite and indefinite articles; Noun-adjective agreement.</p>

# Unidad 2: Educación y Carreras

Posibles subtemas: La escuela; la clase; el horario; actividades escolares; reglas de la escuela

LEARNING OUTCOMES	
<p><b>Students will be able to independently and collaboratively use their learning to...</b> <i>(What kinds of long-term independent accomplishments are desired)</i></p> <ul style="list-style-type: none"><li>● tell time and discuss daily schedules</li><li>● identify similarities and differences in education through comparisons of the student's own community and Spanish-speaking countries.</li><li>● identify classroom objects and describe their location and number in the classroom (prepositions)</li><li>● ask and answer simple questions about classes, the school day and likes and dislikes</li><li>● formulate questions and obtain information related to school, recreation and particular areas of interest.</li><li>● give and/or seek information or personal opinions in informal discussions on topics related to school.</li><li>● express feelings.</li></ul>	
MEANING	
<p><b>ENDURING UNDERSTANDINGS</b></p> <p><b>Students will understand that...</b> <i>(What specifically do you want students to understand? What inferences should they make?)</i></p> <ul style="list-style-type: none"><li>● there are differences in education in Spanish-speaking countries in comparison to the United States (eg. school day, start and duration of the school year)</li><li>● the use of school uniforms and team sports in some Spanish-speaking countries</li><li>● Spanish has two verbs that mean to be; ser and estar. they are used in different situations.</li><li>● the 24-hour clock is commonly used worldwide for schedules and transportation</li></ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><b>Students will keep considering...</b> <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p> <ul style="list-style-type: none"><li>● What is my high school experience?</li><li>● How can students describe their school experience?</li><li>● How are classrooms and the learning process similar or different in Spanish-speaking cultures?</li><li>● How might going to school in another country be different from going to school in the United States?</li><li>● What is high school like for students in other cultures?</li><li>● How does your daily schedule compare with that of other teenagers from Spanish-speaking cultures?</li><li>● How do school systems in the United States differ from those in Spanish-speaking cultures?</li><li>● What are cultural expectations of etiquette and choice of apparel in the education system?</li></ul>
ACQUISITION	
<p><b>ACQUIRED KNOWLEDGE</b></p> <p><b>Students will know...</b> <i>(What facts and basic concepts should students know and be able to recall?)</i></p> <ul style="list-style-type: none"><li>● how to use prepositions of location with the verb estar to indicate the position of an item in a classroom</li><li>● how to use "hay" to state the quantity of items in a classroom</li><li>● how to apply the rules of contraction when using the prepositions "a" and "de" with the definite article "el"</li><li>● how to convert nouns and adjectives from the singular form to the plural form and vice versa</li><li>● how to use subject pronouns and conjugate regular -ar verbs to describe their activities</li><li>● vocabulary related to school and classes</li></ul>	<p><b>LANGUAGE SKILLS</b></p> <p><b>Students will be skilled at...</b> <i>(What discrete skills and processes should students be able to use?)</i></p> <ul style="list-style-type: none"><li>● describing the number and location of items in their classroom</li><li>● explaining classes and class schedule in verbal and written communication</li><li>● engaging in verbal and written communication about their daily activities and daily schedules.</li><li>● asking and answering simple questions about their school day and stating basic information about themselves and their likes/dislikes.</li></ul>
<p><b>AVANCEMOS TEXTBOOK ALIGNMENT:</b> Unit 2: ¡Vamos a la escuela!</p>	<p><b>GRAMMAR: TENER &amp; TENER QUE;</b> Present tense of -AR verbs; <b>ESTAR</b> and <b>IR;</b> Daily schedules; telling time; Numbers from 11 to 100; Describing classes; Describing location; Expressing feelings.</p>

# Unidad 3: La Comunidad (La Familia)

Posibles subtemas: Comer en familia, la comida, las tradiciones, las celebraciones,

LEARNING OUTCOMES	
<p><b>Students will be able to independently and collaboratively use their learning to...</b> <i>(What kinds of long-term independent accomplishments are desired)</i></p> <ul style="list-style-type: none"> <li>communicate about celebrations and traditions in Spanish-speaking countries</li> <li>talk about foods and beverages and express preferences</li> <li>ask questions and tell about food, home, family</li> <li>comprehend audio and written sources about traditions and special events in a variety of Spanish-speaking countries</li> <li>identify common practices about specific traditions</li> <li>identify similarities and differences through comparisons of the student's own language and culture and Spanish-speaking countries</li> </ul>	
MEANING	
<p><b>ENDURING UNDERSTANDINGS</b></p> <p><b>Students will understand that...</b> <i>(What specifically do you want students to understand? What inferences should they make?)</i></p> <ul style="list-style-type: none"> <li>the customs and traditions of Spanish-speaking people living in the United States can transfer from their country of origin</li> <li>there is a rich and diverse expression of traditions in Spanish-speaking countries</li> <li>the quinceañera tradition is prominent in many Spanish-speaking countries</li> <li>family structure (multiple generations, hierarchy -siblings, extended family) and traditions (living at home) is essential in Spanish-speaking countries</li> <li>food plays an important part of one's culture</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><b>Students will keep considering...</b> <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p> <ul style="list-style-type: none"> <li>Are there different food etiquette models for different cultures?</li> <li>Do families that eat together enjoy closer relationships?</li> <li>Why and how does food define culture?</li> <li>Why are meal times different in other countries?</li> <li>How do family traditions and roles of families compare?</li> <li>What is the difference between an extended family and a nuclear family?</li> <li>How do family units in the United States differ from those in Spanish-speaking countries?</li> <li>What is a quinceañera and how is it comparable to traditions in the United States?</li> <li>Why are family traditions important?</li> <li>How are cultural perspectives reflected in the celebrations or events of a Spanish-speaking country?</li> </ul>
ACQUISITION	
<p><b>ACQUIRED KNOWLEDGE</b></p> <p><b>Students will know...</b> <i>(What facts and basic concepts should students know and be able to recall?)</i></p> <ul style="list-style-type: none"> <li>how the quinceañera is celebrated in Spanish-speaking cultures</li> <li>specific vocabulary to talk about extended family members</li> <li>appropriate vocabulary to describe a variety of family celebrations</li> <li>how to apply appropriate subject/verb agreement (regular -er and -ir verbs) when discussing celebrations</li> <li>the accurate conjugation for the verb tener and how to use the verb for expressing physical and emotional conditions</li> <li>how to use possessive adjectives correctly to identify relationship to a person or ownership of an item</li> <li>that comparatives are expressions used to compare two people or things</li> </ul>	<p><b>LANGUAGE SKILLS</b></p> <p><b>Students will be skilled at...</b> <i>(What discrete skills and processes should students be able to use?)</i></p> <ul style="list-style-type: none"> <li>engaging in verbal and written communication about favorite activities and preferences</li> <li>asking and answering simple questions about families and food</li> <li>engaging in conversations about families and celebrations using "tener", "hacer", and a variety of regular -er/-ir verbs ("beber", "comer", "vender", "compartir", "vivir", etc.)</li> <li>describing family traditions and the activities that take place</li> <li>demonstrating relationship to a person or ownership of an item by using possessive adjectives</li> <li>comparing the quinceañera to a similar celebration in the United States</li> <li>making comparisons between two or more people or things</li> </ul>
<p><b>AVANCEMOS TEXTBOOK ALIGNMENT:</b> Unit 3 : Comer en la familia</p>	<p><b>GRAMMAR:</b> GUSTAR with nouns; Present tense of -ER and -IR verbs; Possessive adjectives; comparison words; questions words; de to show possession; the verb HACER; TENER expressions</p>

# Unidad 4: La Comunidad (La Ciudad)

Posibles subtemas: Lugares en el centro, ir de compras, actividades en la comunidad, dando direcciones,

LEARNING OUTCOMES	
<p><b>Students will be able to independently and collaboratively use their learning to...</b> <i>(What kinds of long-term independent accomplishments are desired)</i></p> <ul style="list-style-type: none"> <li>• communicate about shopping/clothing and eating out in Spanish-speaking countries</li> <li>• talk about places and events in town</li> <li>• participate in conversations about community, transportation, shopping and dining</li> <li>• comprehend audio and written sources about community events, places, dining, and shopping in a variety of Spanish-speaking cultures</li> <li>• identify common practices about community events, places, dining, and shopping</li> <li>• identify similarities and differences through comparisons of the student's own language and culture and Spanish-speaking cultures</li> </ul>	
MEANING	
<p><b>ENDURING UNDERSTANDINGS</b></p> <p><b>Students will understand that...</b> <i>(What specifically do you want students to understand? What inferences should they make?)</i></p> <ul style="list-style-type: none"> <li>• insights to our own lives can be gained by visiting another community.</li> <li>• art and culture are representations of the people in a community</li> <li>• culture and geography can play a role in clothing choices</li> <li>• leisure activities may be affected by geography</li> <li>• dining customs and hours of operation differ from place to place</li> <li>• modes of transportation differ in other countries</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><b>Students will keep considering...</b> <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p> <ul style="list-style-type: none"> <li>• How does geography affect a country's climate?</li> <li>• How is clothing influenced by a person's collective background and individual identity?</li> <li>• How do local markets reflect the culture of an area?</li> <li>• How do we explain where we are and where we are going?</li> <li>• What do we like to do in our communities?</li> <li>• How is our community different from Spanish-speaking communities?</li> </ul>
ACQUISITION	
<p><b>ACQUIRED KNOWLEDGE</b></p> <p><b>Students will know...</b> <i>(What facts and basic concepts should students know and be able to recall?)</i></p> <ul style="list-style-type: none"> <li>• vocabulary related to clothing, dining, and places in the community</li> <li>• vocabulary to describe a shopping experience</li> <li>• characteristics of Spanish-speaking communities</li> <li>• social customs and routines of Spanish-speaking communities</li> <li>• how to conjugate and use o → ue and e → ie stem-changing verbs</li> <li>• how to use <i>ir a + infinitive</i> to say what they're going to do</li> </ul>	<p><b>LANGUAGE SKILLS</b></p> <p><b>Students will be skilled at...</b> <i>(What discrete skills and processes should students be able to use?)</i></p> <ul style="list-style-type: none"> <li>• talking about what clothes you want to buy</li> <li>• participating in a basic conversation about, clothing, shopping and price.</li> <li>• describing what you and others wear in different weather or seasons</li> <li>• describing places and events in town</li> <li>• describing getting around town, shopping and dining/ordering in a restaurant</li> <li>• talking about types of transportation</li> </ul>
<p><b>AVANCEMOS TEXTBOOK ALIGNMENT:</b> Unit 4: En el centro</p>	<p><b>GRAMMAR:</b> Stem-changing verbs: e - &gt; ie,, e - &gt; i, o- &gt; ue; direct object pronouns; <b>TENER</b> expressions; <b>VER, IR + a + Infinitive</b></p>

# Unidad 5: La Vida Contemporánea

Posibles subtemas: La casa; la comunidad, los quehaceres,

LEARNING OUTCOMES	
<p><b>Students will be able to independently and collaboratively use their learning to...</b> <i>(What kinds of long-term independent accomplishments are desired)</i></p> <ul style="list-style-type: none"> <li>● identify similarities and differences in daily routine and chores between cultures..</li> <li>● communicate about routine activities in the United States and Spanish speaking countries</li> <li>● ask and answer questions about family activities.</li> <li>● formulate questions and obtaining information related to recreation and particular areas of interest.</li> <li>● comprehend audio and written sources about pastimes in a variety of Spanish-speaking countries</li> <li>● compare cultural traditions about specific pastimes.</li> <li>● communicate about the diversity in family celebrations</li> <li>● understand the geography, custom and cultural history of Spanish speaking people that living in United States.</li> </ul>	
MEANING	
<p><b>ENDURING UNDERSTANDINGS</b></p> <p><b>Students will understand that...</b> <i>(What specifically do you want students to understand? What inferences should they make?)</i></p> <ul style="list-style-type: none"> <li>● family responsibilities differ per countries and family units.</li> <li>● landscapes affect community living</li> <li>● family life and responsibilities may vary by location and cultural norms</li> <li>● teenagers in different cultures follow different family traditions.</li> <li>● there is a lot of diversity in today's family and their traditions and values</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><b>Students will keep considering...</b> <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p> <ul style="list-style-type: none"> <li>● How does my definition of a home compare to that of other students' from other cultures?</li> <li>● How does the definition of chore differ depending on culture?</li> <li>● What are the differences and similarities in terms of extracurricular activities and chores in the United States and Speaking countries?</li> <li>● What are my family's responsibilities and routines at home and how do they compare to those of Hispanic cultures?</li> <li>● How does family values impact housing?</li> <li>● Why are family traditions so important in Latino culture?</li> </ul>
ACQUISITION	
<p><b>ACQUIRED KNOWLEDGE</b></p> <p><b>Students will know...</b> <i>(What facts and basic concepts should students know and be able to recall?)</i></p> <ul style="list-style-type: none"> <li>● how to put items in an order</li> <li>● how to tell a friend or family member what to do</li> <li>● vocabulary related to family activities and chores.</li> <li>● vocabulary related to family celebrations and traditional celebrations</li> <li>● vocabulary to describe the different parts of the house and discuss description of rooms and furnishing.</li> </ul>	<p><b>LANGUAGE SKILLS</b></p> <p><b>Students will be skilled at...</b> <i>(What discrete skills and processes should students be able to use?)</i></p> <ul style="list-style-type: none"> <li>● comparing and contrasting daily routines, household chores and extra-curricular activities in the us, Spain and Latin America.</li> <li>● demonstrating comprehension of content from a variety of visual/ audio and written resources.</li> <li>● answering questions and comparing experiences about daily routines and family activities.</li> <li>● discussing culturally authentic selections listened to, read or viewed to demonstrate basic understandings gained into the products, practices and perspectives of the target cultures.</li> <li>● comparing and contrasting living in an apartment vs. living in a house</li> <li>● comparing/contrasting housing in the United States vs. housing in Spanish speaking-countries</li> </ul>
<p><b>AVANCEMOS TEXTBOOK ALIGNMENT:</b> Unit 5: Bienvenido a nuestra casa</p>	<p><b>GRAMMAR:</b> SER or ESTAR; Ordinal numbers; Irregular verbs <b>-go verbs</b>; Affirmative tú commands; <b>ACABAR</b> + de + infinitive;</p>

# Unidad 6: Las Ciencias

Posibles subtemas: La comida saludable, actividades y deportes, el cuerpo,

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"><li>• communicate on a variety of topics relevant to healthy eating and living.</li><li>• discuss eating and physical fitness habits and preferences.</li><li>• understand cultural perspectives on meals, nutrition and fitness.</li><li>• distinguish between good and bad eating habits and what a healthy life style is like.</li><li>• gain awareness about different eating habits in the Spanish speaking world, and compare and contrast these habits with those in the U.S.A.</li></ul>	
MEANING	
<p><b>ENDURING UNDERSTANDINGS</b> 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"><li>• there are a variety of factors that promote a healthy and unhealthy lifestyle.</li><li>• there are different ways in which societies and individuals define healthy living.</li><li>• many factors can influence daily routines and schedules within a community.</li></ul>	<p><b>ESSENTIAL QUESTIONS</b> Students will keep considering... <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p> <ul style="list-style-type: none"><li>• What eating and fitness habits lead to a healthy lifestyle?</li><li>• How do societies and individuals define healthy living?</li><li>• What factors contribute to meal schedules and eating habits?</li><li>• What factors contribute to individual fitness routines and habits?</li><li>• How do eating and fitness choices differ for a person my age in other places and cultures?</li></ul>
ACQUISITION	
<p><b>ACQUIRED KNOWLEDGE</b> 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"><li>• vocabulary related to eating and fitness.</li><li>• vocabulary and structures necessary for discussing the "my plate" food plate.</li><li>• how to distinguish food groups and healthy versus unhealthy food choices.</li><li>• vocabulary to describe frequency of actions.</li><li>• vocabulary and formatting for writing an e-mail responding to healthy living.</li><li>• the correct register for addressing people formally and informally.</li><li>• how to use regular - er and - ir verbs in all modes of communication.</li><li>• how to use gustar/encantar + nouns to communicate preferences concerning exercise and eating habits in all modes.</li><li>• how to use ser and plural adjectives to describe food groups associated with healthy and unhealthy diets in all modes of communication.</li></ul>	<p><b>LANGUAGE SKILLS</b> 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"><li>• responding to a written or oral prompt about meal schedules, eating habits and fitness routines.</li><li>• comprehending a variety of written texts about meal schedules, eating habits and fitness routines.</li><li>• comprehending a variety of audio and video resources about meal schedules, eating habits and fitness routines.</li><li>• talking about preferences concerning foods and beverages; eating habits during different meals; favorite activities</li><li>• presenting information about: foods and beverages; eating habits during meals; the origins of food items; a restaurant menu</li></ul>
<p><b>AVANCEMOS TEXTBOOK ALIGNMENT:</b> Unit 6: Mantener un cuerpo sano</p>	<p><b>GRAMMAR:</b> The verb <b>jugar</b>; <b>saber</b> and <b>conocer</b>; the personal <b>a</b>; preterite of regular <b>-ar</b> verbs; spelling changes in <b>-ar</b> preterite (<b>-car/-gar/-zar</b>); <b>DOLER</b></p>