

Unidad 1: La Vida Contemporánea

Posibles subtemas: La familia y los amigos, actividades y rutinas diarias, lugares en la ciudad

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">• listen to and understand people's descriptions of themselves and others.• read about and understand Spanish-speaking communities in the United States.• describe in written and oral forms how peers are feeling, based on body language and gestures.• correspond in written and oral forms with family and/or friends about plans• describe what friends or family members plan or like to do.• summarize information about plans with family and friends.	
MEANING	
<p>ENDURING UNDERSTANDINGS</p> <p>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">• daily routines and activities vary from person to person and community to community.• how people are feeling is based on body language and gestures.• modes of communication for making and describing plans vary by culture, age, and personal preference.	<p>ESSENTIAL QUESTIONS</p> <p>Students will keep considering... <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p> <ol style="list-style-type: none">1. How do people in Spanish-speaking communities in the United States interact with each other?2. How do Spanish-speaking communities in the United States compare to each other and to English-speaking communities in the United States?3. How do daily activities and routines of people in Spanish-speaking communities in the United States compare to daily routines and activities in your life?
ACQUISITION	
<p>ACQUIRED KNOWLEDGE</p> <p>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">• the necessary vocabulary and structures to introduce, identify and describe people's likes, dislikes, feelings and physical appearance.• the necessary vocabulary and structures to describe what people are doing, where they are going, and what they are going to do.• the necessary vocabulary and structures to extend, accept, and decline invitations.• the necessary vocabulary and structures to describe and compare activities in different communities and cultures.	<p>LANGUAGE SKILLS</p> <p>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">• describing themselves and others using the verb 'ser' and adjectives with correct endings.• describing how they and others are feeling using the verb 'estar' plus adjectives with correct endings, as well as expressions using the verb 'tener'.• describe what they and others typically do using correct present tense conjugations of regular and stem-changing verbs.• describe where they and others typically go using the verb 'ir'.• describe where they and others are going to go using the 'ir + a + infinitive' construction.• describe what they or others (don't) like to do using the verb 'gustar'.
<p>AVANCEMOS TEXTBOOK ALIGNMENT: Unidad Preliminar: Mis amigos y yo)</p>	<p>GRAMMAR: definite and indefinite articles, subject pronoun and Ser, adjectives; the verbs tener and gustar, Ir +a+ infinitive, regular present tense verbs, stem-changing verbs.</p>

Unidad 2: La Vida Contemporánea

Posibles subtemas: Los viajes; vacaciones en familia; actividades al aire libre, el aeropuerto

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">• discuss and describe travel preparations.• communicate travel preferences to a travel agent as he/she helps to plan a trip.• ask for and give information about the location of places around a city.• describe places and activities in an airport before departure and after arrival.• describe vacation activities in the present and past.• describe vacation lodgings.• describe gifts and souvenirs that one might buy on vacation and how one might pay.• bargain for merchandise with a shopkeeper in a market.	
MEANING	
<p>ENDURING UNDERSTANDINGS</p> <p>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 are specific steps needed to plan an international trip and navigate an airport.• available options for transportation and lodging depend on destination.• cities are organized/laid out differently in different countries.• places to shop, customs for buying/bargaining and methods of payment differ between cultures.	<p>ESSENTIAL QUESTIONS</p> <p>Students will keep considering... <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p> <ol style="list-style-type: none">1. How does one navigate an airport for domestic and international flights?2. How are typical vacation activities and destinations in Costa Rica similar to or different from other places? Why?3. What are lodging options for vacations and how do they differ from place to place?
ACQUISITION	
<p>ACQUIRED KNOWLEDGE</p> <p>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">• the necessary vocabulary and structures to plan a vacation and navigate an airport.• the necessary vocabulary and structures to ask and describe where something is located in a city.• the necessary vocabulary and structures to describe present and past vacation plans and activities.• the necessary vocabulary and structures to describe shopping, gifts, and souvenirs.	<p>LANGUAGE SKILLS</p> <p>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">• simplifying sentences and reducing redundancy using direct and indirect object pronouns.• describing past actions on vacation using regular -AR verbs and irregular verbs VDISH (ver, dar, ir, ser, hacer) in the preterite.
<p>AVANCEMOS TEXTBOOK ALIGNMENT: Unidad 1: A conocer nuevos lugares</p>	<p>GRAMMAR: Direct and indirect object pronouns, preterite tense of AR verbs; preterite tense of Ir, Ser, Hacer, Ver, and Dar</p>

Unidad 3: Las Ciencias

Posibles subtemas: Los deportes, las rutinas diarias, la salud y el bienestar físico,

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">• talk about sporting events and athletes• discuss ways to stay healthy• retell events from the past• specify a particular person, place, thing or idea (<i>this, that, these, those</i>)• discuss daily routines with emphasis on getting ready for the day and for bed• clarify sequences of events and frequency of routine actions• identify actions in progress (what people are doing right now)	
MEANING	
<p>ENDURING UNDERSTANDINGS</p> <p>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">• sports play a role in unifying a community• sports culture and popularity vary among cultures based on personal preference, ease of access, geography and climate.• the way people stay healthy through physical activity varies among cultures and is based on personal preference, ease of access, geography and climate.• body language and gestures are an important part of communication and vary among cultures.• daily routines vary among cultures for a variety of reasons.	<p>ESSENTIAL QUESTIONS</p> <p>Students will keep considering... <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p> <ol style="list-style-type: none">1. How do sports unify a community?2. How is the culture of sports in Argentina similar to or different from other countries?3. How do people stay healthy through physical activity in different cultures?4. How do we use the body and gestures to communicate and express emotions?5. How does where one lives determine daily routine?
ACQUISITION	
<p>ACQUIRED KNOWLEDGE</p> <p>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">• the necessary vocabulary and structures to discuss sporting events and athletes in the present and past.• the necessary vocabulary and structures to describe ways to stay healthy.• the necessary vocabulary and structures to specify a particular person, place, thing or idea.• the necessary vocabulary and structures to describe daily routines in the present tense.• the necessary vocabulary and structures to clarify sequences of events and frequency of routine actions.• the necessary vocabulary and structures to identify actions in progress.	<p>LANGUAGE SKILLS</p> <p>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">• narrating one-time events in the past using regular -ER and -IR verbs in the preterite.• specifying a particular person, place, thing or idea using demonstrative adjectives and pronouns.• narrating daily routine activities in the present tense using reflexive verbs, sequencing vocabulary, and expressions of frequency.• identifying and recognizing actions in progress using the present progressive tense.
<p>AVANCEMOS TEXTBOOK ALIGNMENT: Unidad 2: Somos saludables</p>	<p>GRAMMAR: Preterite ER and IR verbs, demonstrative adjectives and pronouns, reflexive verbs, present progressive.</p>

Unidad 4: Las Relaciones Interpersonales

Posibles subtemas: Lugares en el centro, ir de compras, la ropa y la moda, las relaciones interpersonales, “regatear”,

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">• discuss and describe clothing and places to go shopping for clothing.• discuss and describe items that one can purchase at a marketplace.• interact with vendors at a marketplace.• say whom things are for when purchasing clothing, shopping at a marketplace, and general shopping.• express preferences and opinions about specific items while shopping.• describe present and past shopping experience.	
MEANING	
<p>ENDURING UNDERSTANDINGS</p> <p>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">• clothes and styles from other cultures may be different from their own.• climate, culture and region play a role in clothing/style preferences.• shopping norms and practices will vary among cultures for a variety of reasons.	<p>ESSENTIAL QUESTIONS</p> <p>Students will keep considering... <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p> <ol style="list-style-type: none">1. How do your clothes and style compare to that of someone from another culture?2. How do clothing styles differ among countries, and what are some reasons why?3. How do shopping experiences differ around the world and what are some reasons why?
ACQUISITION	
<p>ACQUIRED KNOWLEDGE</p> <p>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">• the necessary vocabulary and structures to describe clothing and shopping places.• the necessary vocabulary and structures to describe items they can purchase at a marketplace.• the necessary vocabulary and structures to interact with a vendor at a marketplace.• the necessary vocabulary and structures to say whom things are for when shopping.• the necessary vocabulary and structures to express preferences and opinions about shopping.• the necessary vocabulary and structures to describe present and past shopping experiences.	<p>LANGUAGE SKILLS</p> <p>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">• describing clothing and places to go shopping for clothing using the present tense, including new verbs with irregular yo-forms• describing for whom or with whom something is done using prepositions and prepositional pronouns.• expressing opinions about clothing or items purchased at a market using gustar-like verbs (review).• narrating events of a past trip to the market using the preterite tense, including -ir stem-changing verbs (dormir, pedir) and u/uv group verbs (estar, poder, poner, saber, tener).
<p>AVANCEMOS TEXTBOOK ALIGNMENT:</p> <p>Unidad 3: Vamos de compras</p>	<p>GRAMMAR: Present tense of irregular Yo verbs, pronouns after prepositions, Preterite of IR stem-changing verbs, irregular preterite verbs,</p>

Unidad 5: Temas Globales

Posibles subtemas: Leyendas, la arquitectura moderna y antigua, la sociedad, las civilizaciones antiguas, tradiciones y cultura

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">• discuss, narrate and describe characters, places, and events of a legend in the past.• describe ongoing and sequential activities in the past.• describe early civilizations and their activities in the past.• describe the layout of a modern city.• describe where people have gone in a modern city, what they have done, and how they got there	
MEANING	
<p>ENDURING UNDERSTANDINGS</p> <p>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">• legends provide a variety of cultural insights to a past society.• the actions and beliefs of early civilizations influenced the social and architectural evolution of modern cities and civilizations.• different places around a city serve different purposes, such as work, leisure, etc.• the architectural layout of a city plays an important role in transportation options, activities, amenities, and resources available in a city.	<p>ESSENTIAL QUESTIONS</p> <p>Students will keep considering... <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p> <ol style="list-style-type: none">1. How can legends provide cultural insights to a past society?2. How have early civilizations influenced modern cities/practices?3. Where do people typically go in a modern city and why?4. How does the layout of a city affect how and where people move around throughout the city?
ACQUISITION	
<p>ACQUIRED KNOWLEDGE</p> <p>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">• the necessary vocabulary and structures to discuss, narrate and describe characters, places, and events of a legend in the past.• the necessary vocabulary and structures to describe continuing activities and activities in a sequence in the past.• the necessary vocabulary and structures to describe early civilizations and their activities in the past.• the necessary vocabulary and structures to describe the layout of a modern city.• the necessary vocabulary and structures to describe where people have gone in a modern city, what they have done, and how they got there.	<p>LANGUAGE SKILLS</p> <p>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">• discussing, narrating and describing characters, places and events of a legend using the preterite and imperfect tenses, including new irregular preterite verbs (-CAR/-GAR/-ZAR, I and J group (venir, querer, decir, traer), Y group)• describing early civilizations and their activities using the preterite and imperfect tenses, including new irregular preterite verbs.• describing and narrating past continuous activities and activities in a sequence using the preterite and imperfect tenses, including new irregular preterite verbs.
<p>AVANCEMOS TEXTBOOK ALIGNMENT: Unidad 4: Cultura antigua, ciudad moderna</p>	<p>GRAMMAR: Imperfect tense, Preterite vs Imperfect, preterite of Car, Gar, Zar verbs, more preterite verbs with irregular stem.</p>

Unidad 6: Las comunidades

Posibles subtemas: Los restaurantes y la comida, comida tradicionales, comida y cultura, comer en familia

<p>LEARNING OUTCOMES</p> <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"> list and describe ingredients in a dish. discuss and give formal directions for food preparation. describe the flavor and qualities of food and express opinions about it. order food and interact with waiters/waitresses in a restaurant. describe table settings in a restaurant. discuss and describe typical dishes at restaurants, ice cream shops, and bakeries and how they are prepared. refer to non-specific people, things, or situations. 	
<p>MEANING</p>	
<p>ENDURING UNDERSTANDINGS</p> <p>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"> food preparation and consumption is important aspect of culture for families and communities. foods and dishes differ across cultures based on general availability, economic status, geography and climate. restaurant and dining etiquette varies across cultures. 	<p>ESSENTIAL QUESTIONS</p> <p>Students will keep considering... <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p> <ol style="list-style-type: none"> Why is food preparation and consumption an important aspect of culture? How and why do popular foods and dishes differ across cultures? What are similarities and differences in restaurant and dining etiquette across cultures?
<p>ACQUISITION</p>	
<p>ACQUIRED KNOWLEDGE</p> <p>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"> the necessary vocabulary and structures to list and describe ingredients, flavor, and qualities of a dish, and express opinions about it. the necessary vocabulary and structures to discuss and give formal directions for food preparation. the necessary vocabulary and structures to order food and interact with waiters/waitresses in a restaurant. the necessary vocabulary and structures to describe table settings in a restaurant. the necessary vocabulary and structures to discuss and describe typical dishes at restaurants, ice cream shops, and bakery and how they are prepared. The necessary vocabulary and structures to refer to non-specific people, things, or situations. 	<p>LANGUAGE SKILLS</p> <p>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"> giving formal directions for food preparation using formal affirmative and negative commands. referring to non-specific people, things or situations using affirmative and negative words. simplifying sentences and reducing redundancy using direct and indirect object pronouns together with correct word order.
<p>AVANCEMOS TEXTBOOK ALIGNMENT: Unidad 5: A comer</p>	<p>GRAMMAR: Affirmative and negative Usted/Ustedes commands, pronoun placement with commands, affirmative and negative words, double object pronouns.</p>

Unidad 7: Las artes

Posibles subtemas: El cine, las películas, el teatro, los actores (las identidades personales y públicas), el mundo cinematográfico

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">• describe people and equipment typically involved in making a movie.• identify different types/genres of movies.• express how movies make them feel.• describe the process of making a movie.• tell others what to do and what not to do when making a movie.	
MEANING	
<p>ENDURING UNDERSTANDINGS</p> <p>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">• availability and popularity of different movie genres varies based on cultural and economic factors.• movies are reflections of the cultures that they come from.• people have a variety of reasons for producing and watching movies.	<p>ESSENTIAL QUESTIONS</p> <p>Students will keep considering... <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p> <ol style="list-style-type: none">1. How and why does the availability and popularity of different movie genres vary across cultures?2. How do movies reflect the cultures that they come from?3. What are reasons that people make and watch movies and how might these reasons vary across cultures?
ACQUISITION	
<p>ACQUIRED KNOWLEDGE</p> <p>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">• the necessary vocabulary and structures to describe people and equipment involved in making a movie.• the necessary vocabulary and structures to identify different types/genres of movies.• The necessary vocabulary and structures to express how movies make them feel.• The necessary vocabulary and structures to describe the process of making a movie.• The necessary vocabulary and structures to tell others what to do or not to do when making a movie.	<p>LANGUAGE SKILLS</p> <p>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">• telling others what to do or not to do using informal affirmative and negative commands.• expressing how movies make them feel using expressions with indirect object pronouns.• describing the people, process, and equipment used in making a movie using the present tense.
<p>AVANCEMOS TEXTBOOK ALIGNMENT: Unit 6: ¿Te gusta el cine?</p>	<p>GRAMMAR: Affirmative and negative Tú commands</p>