

Unidad 1: Las Relaciones Interpersonales

Posibles subtemas: Mis amigos y yo; la familia; las relaciones interpersonales; la identidad personal y pública; las redes sociales

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"> understand, summarize, reflect on, and analyze authentic readings, videos, and descriptions about self, family, friends, and other social networks ask about, justify, and support opinions about interpersonal relationships. narrate and elaborate on relationships with family and others. state, justify, and support opinions about relationships and solutions for relationship issues. define, understand, and analyze the concept of identity and the construction of a public identity. express opinions of what is needed to maintain friendships, build relationships and construct a public identity. exchange views and interpretations about common perceptions about family and community relationships. 	
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"> identity is multifaceted examining cause and effect helps us understand relationships between people there are many ways our identities, communities, and society influence our daily lives and personal preferences. languages and their cultures connect people. exploring different perspectives can help us better understand ourselves and others examining multiple perspectives can help us understand conflict and promote cooperation and/or conflict resolution 	<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"> How do we form and shape a personal identity for ourselves? What personal qualities help or hinder the formation of relationships? What are the elements that build a strong friendship? How does culture shape the way we see the world, ourselves, and others? How do we define others and how do others define us? What can you learn about yourself by studying the lives of others? How do we describe our daily routines and preferred activities?
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"> related vocabulary on relationships and identity cultural characteristics of Latin American families the variables that affect the lifestyles and relationships vocabulary and grammar required to describe family/relationship dynamics and propose solutions vocabulary and grammar structures needed to ask/answer questions about family relationships and activities. vocabulary and grammar structures required to make cultural comparisons 	<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"> communicating their emotions about what other people do comparing similarities and differences of self and others, and express ideas and opinions about cultural elements describing family/relationship dynamics and propose solutions reading, summarizing, interpreting and analyzing textual/audiovisual content and artifacts about identity and social networks analyzing relationship dynamics and its implications in different cultures. making connections between varying perspectives and current attitudes towards relationships and identity.
<p>AVANCEMOS TEXTBOOK ALIGNMENT: Chapter: Preliminar- Una vida ocupada</p>	<p>GRAMMAR: subject and verb agreement; review of regular/irregular present tense; Ser & Estar; adjective agreement; comparisons; catenative (JG) verbs (double verb constructions) & impersonal expressions; Saber & Conocer</p>

Unidad 2: La Vida Contemporánea

Posibles subtemas: Los viajes; vacaciones en familia; actividades al aire libre (*las tradiciones; los días festivos; las celebraciones*)

LEARNING OUTCOMES

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

- describe nature, vacations and outdoor activities
- discuss how geography, history or culture of a destination impact the decision to travel
- participate in basic conversations on a variety of sports, traveling and outdoor adventures in Spanish-speaking countries.
- comprehend short exchanges that include thematic vocabulary of vacation, sports and recreational activities.
- communicate using vocabulary and expressions on vacations and outdoor adventures.
- evaluate and interpret written texts/audiovisual materials on camping, ecotourism, leisure activities and sports.

MEANING

ENDURING UNDERSTANDINGS

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

- recreational activities and travel decisions are influenced by culture, region, and climate.
- economic and social environment may impact choices for recreational activities and travel.
- some activities have cultural significance to the community.
- sports can connect people across cultures and strengthen international bonds.
- national parks are an essential component of a community and allows for a variety of recreational activities
- there is a variety of needs and interests that determine locations for travel
- the geography of the Spanish-speaking world offers an immense opportunity to experience a variety of ecosystems and environments attractive to travelers

ESSENTIAL QUESTIONS

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

1. Why would someone want to travel to another country?
2. How do culture, geography and history influence travel?
3. What can a traveler do to gain a deeper understanding of the culture of the country visited and what insights to our own lives can be gained by visiting a foreign country?
4. How are our travel needs similar to and different from those from other cultures?
5. What recreational activities are popular in Spanish-speaking countries?
6. What cultural values are displayed through sport and recreation?
7. How is community developed/strengthened through sports and other activities?
8. How do National Parks support the recreational activities of a country

ACQUISITION

ACQUIRED KNOWLEDGE

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

- specific vocabulary and grammar to communicate about sports, travel, and outdoor adventures.
- how to reflect on a past adventure when talking about recreational activities and family vacations
- vocabulary related to travel, plan vacations, itineraries, directions, map reading, and modes of transportation
- culturally appropriate and responsible etiquette in Spanish-speaking countries
- cultural differences that may influence one's perceptions in Spanish-speaking countries

LANGUAGE SKILLS

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

- identifying cultural differences and similarities from the United States to the intended country of travel
- engaging in an extended conversation about common social practices and observable patterns of social and behavior conventions in the United States with comparison to Spanish-speaking countries.
- exploring how the study of a country and its culture influences attitudes and views of travel
- comparing sporting events and recreational activities across cultures and engaging in a conversation about sporting events and competitions.
- comparing national parks in the United States and Spanish-speaking world.
- elaborating on a past event or adventure in a written or verbal format.
- interpreting culturally authentic selections to gain understandings of practices and perspectives of the Spanish-speaking world.
- engaging in a simulated conversation about a trip or family vacation.
- exploring outdoor activities/ecotourism in your own community or their school and compare them to issues in Spanish-speaking communities.

AVANCEMOS TEXTBOOK ALIGNMENT:

Chapter: Unidad 1- Nos divertimos al aire libre

GRAMMAR: Review regular/irregular preterit & imperfect conjugations; use of preterit & imperfect

Unidad 3: Las comunidades

Posibles subtemas: La comunidad; las artes; activismo/trabajo comunitario;

LEARNING OUTCOMES

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

- describe volunteer activities and community activism
- express opinions and react to an initiative for positive change
- demonstrate comprehension of content from authentic audio and visual texts relating to the arts and community activism.
- persuade and organize people to do a project to improve their community
- express opinions talk about media and the community

MEANING

ENDURING UNDERSTANDINGS

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

- the arts serve multiple functions (e.g., enlightenment, education, entertainment) and can be an engine of social change/a means of community improvement
- a volunteer is a person who willingly offers him or herself to do a service without getting paid
- individuals have a responsibility to work to improve their community
- community activism takes many forms and can vary according to context.
- an organization that is created and supported with money that people give in order to do something that helps society
- by volunteering they are gaining or enhancing skills that appeal to college interviewers and employers.
- in a tight job market, volunteering builds important experience.

ESSENTIAL QUESTIONS

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

1. How has history and culture impacted art in Spanish speaking countries?
2. How does art evoke emotion and community engagement?
3. How has art impacted the society of Spanish speaking countries? What can artworks tell us about a culture or society?
4. Why do people volunteer in their communities?
5. What can I do as an individual to make a day-to-day difference?
6. What responsibilities do I have as a global citizen to people within and outside the borders of my own country, and to the planet?

ACQUISITION

ACQUIRED KNOWLEDGE

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

- vocabulary and grammar to discuss the history of the arts
- vocabulary and grammar structures necessary to persuade community involvement via oral or written discourse
- give examples of times when they or people they know have volunteered and whether they think it is important to volunteer
- know how to connect to volunteer opportunities in our community via school, community, and online resources.
- describe multiple occasions in which citizens may have improved/volunteered in their communities.
- talk about areas of interest or types of volunteer experiences they may want to try

LANGUAGE SKILLS

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

- expressing opinions about works of art and artists.
- making connections between historical contexts and current attitudes towards works of art as form of protest or to promote social change.
- communicating examples of community activism and engagement in their local communities
- researching local and international non-profit organizations that are working to promote social welfare/well-being
- discussing personal interests with respect to what they can do to make a difference in their communities
- persuading others to take part in an initiative to improve their community

AVANCEMOS TEXTBOOK ALIGNMENT:

Chapters: Unit 2- ¡Es hora de ayudar!

GRAMMAR: Commands (formal & informal); pronouns; impersonal expressions with infinitives; *se* impersonal

Unidad 4: Las ciencias

Posibles subtemas: El medioambiente; los fenómenos naturales; la ciudadanía global; la tecnología

LEARNING OUTCOMES

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

- maintain a discussion related to plants, animals, and the natural world.
- discuss and/or debate recycling/conservation and hopes/plans for the future.
- express and explain information regarding the future and environmental issues.
- express opinions and react to recycling and conservation practices.
- demonstrate comprehension of content from authentic audio visual texts relating to environmental issues.
- evaluate and interpret written texts and materials on recycling, conservation, and environmental concerns.
- produce an activity showing the ways conserve and protect the environment.
- describe future events and plans
- explore attitudes when reacting to the use of technology

MEANING

UNDERSTANDINGS

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

- environmental degradation impacts the health and welfare of both human and nonhuman communities
- responsibilities for others extend to maintaining the health of the environment
- the importance and use of resources change over time and vary under different economic and technological systems
- differences in the consumption of resources among developed and developing nations vary in factors such as population size, wealth and income, and varied geographic or economic distribution of resources
- there are concrete actions in which both individuals and societies can reduce their impact on the environment
- access to technology varies in different cultures and communities.

ESSENTIAL QUESTIONS

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

1. What are the responsibilities of the individual and society in regard to the health of the environment?
2. What are the consequences of being unconcerned with nature's balance/harmony?
3. What effect do people have on their environment and what are the causes of environmental concerns?
4. What responsibilities do I have as a global citizen to people within and outside the borders of my own country, and to the planet?
5. Globally, who is responsible for conservation efforts?
6. What are the benefits and limitations of using technology?

ACQUISITION

ACQUIRED KNOWLEDGE

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

- vocabulary and grammar structures to make predictions about the future, express doubts about ecological issues, discuss environmental issues and possible solutions, and understand cultural perspectives on ecological problems and solutions.
- vocabulary and grammar structures necessary to produce an oral or written presentation reflecting current trends and/or attitudes in society related to recycling and conservation practices.
- vocabulary and grammar structures maintain a discussion related to the future; discuss and/or debate new technologies; express and explain views on technology use in schools; express opinions and react to new inventions.

LANGUAGE SKILLS

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

- exploring attitudes when reacting to the impact of conversation in Spanish speaking countries.
- making connections between historical contexts and current attitudes towards the impact of conservation and protection of the ecosystem, wildlife, and future use of energy in the United States and the world.
- comparing and contrasting the environmental impact of tourism and conservation practices in the United States and Spanish speaking countries.
- exploring environmental issues in their own community or their school and compare them to issues in Spanish-speaking communities.
- listening to: audio/video on environmental concerns and how to resolve some environmental issues
- producing an oral or written presentation reflecting current trends and/or attitudes in society related to safety and respect for the environment while camping or enjoying ecotourism.
- producing structured and organized summarization notes regarding information on technology

AVANCEMOS TEXTBOOK ALIGNMENT:

Chapters: Unit 3- El futuro de nuestro planeta

GRAMMAR: Future tense; por & para; formation of present subjunctive

Unidad 5: Educación y Carreras

Posibles subtemas: La escuela pos-secundaria; preparación para futuro carreras; las relaciones profesionales; los héroes personales

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
- assess personal, educational and career skills in various fields
- how to monitor personal comprehension through a variety of resources to enhance understanding
- produce a variety of written artifacts about their future plans and past experiences with respect to their educational, professional and personal goals.
- read independently for comprehension and respond to a classified ad, participate in a job interview, and develop the ability to discuss plans for the future.
- explore attitudes when reacting to various education systems and teenage employment in Hispanic countries.
- analyze and discuss the impact individuals have in their respective communities.

MEANING

UNDERSTANDINGS

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

- in Latin America, the socio-economic status of the family will determine students' opportunities and ability to study or work.
- there are similarities and differences in perspectives of Spanish-speaking cultures and students' own culture with respect to academic and career choices.
- career preparation is a lifelong process that requires purposeful planning based on research, self-knowledge, and informed choices.
- cross-cultural understanding and effective interpersonal communication skills are an asset in various professions and encourage problem solving.
- personal behavior and other choices can impact the success or failure of a job applicant.

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 higher learning and choice of profession?
2. How have social perspectives with respect to education changed over time?
3. What changes have you seen/have there been in education in the United States and the Spanish-speaking world?
4. How can the student, as a bilingual or multilingual person, engage in lifelong language learning in an interconnected world?
5. What are the challenges of education and careers?
6. How have economic and technical advances impacted the contemporary professional world?
7. To what extent are people limited by their physical surroundings and socioeconomic situation?

ACQUISITION

ACQUIRED KNOWLEDGE

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

- vocabulary to express past actions that students have done that are relevant to their career and educational goals
- socio-cultural and socio-economic factors that influence individuals' decisions related to their educational and career choices.
- vocabulary to express opinions and react to information about future career choices; educational and personal goals.
- vocabulary and grammar necessary to produce an oral or written presentation reflecting current trends and/or attitudes in society related to interviews, career and education choices.
- appropriate format to debate about different educational choices, future plans, and fill out job applications.

LANGUAGE SKILLS

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

- using the present perfect and future tense construction to communicate their skills and abilities, their future plans, and to demonstrate understanding of others' plans.
- engaging in a conversation inquiring about others' extracurricular activities, volunteering, and/or work; (example: participate in a mock job interview).
- discuss through email exchanges what they're learning in school and what their plans are for college and the professional world.
- making a cultural comparison to teenage employment and lifestyle in Spanish speaking countries to that in the United States.
- exploring job descriptions in your own community or your school and compare them to issues in Spanish speaking communities.

AVANCEMOS TEXTBOOK ALIGNMENT:

Chapters: Unit 4- Así quiero ser

GRAMMAR: Future tense; subjunctive mood with expressions of volition, influence, emotion and doubt; past participles; present perfect indicative; past perfect

Unidad 6: Temas Globales

Posibles subtemas: Los viajes, las comunidades globales, la ciudadanía global, los derechos humanos

LEARNING OUTCOMES	
<p>Students will be able to independently 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 about a global issue ● discuss and/or debate possible solutions for different global issues ● express opinions and react to different social and political views concerning global issues ● demonstrates comprehension of content from authentic and didactic audio and visual texts relating to current events and global issues ● evaluates and interprets written texts and materials pertaining to social issues ● understand the concern for injustice and inequality around the world ● practice awareness of and respect for the diversity of cultures and people in this country and in the world. ● develop an interest in world events. 	
MEANING	
<p>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 many challenges that affect the quality of life around the world ● our country's politics impact the global community ● there are multiple systems in place that institutionalize inequalities ● other countries rely on our humanitarian services ● what happens in other parts of the world impact and are impacted by decisions made in the United States ● when individuals develop an interest in and concern for others in a wider sphere, they also develop a sense of their own role as a world citizen. 	<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. What is global citizenship? 2. How do people of different cultures interact in global communities? 3. What are the roles and responsibilities of a citizen in the community and in the world? 4. How can I fulfill the responsibilities of global citizenship? 5. When should an individual take a stand against what he or she believes to be an injustice? What are the most effective ways to do this?
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"> ● vocabulary related to global activism, current events and humanitarian services ● a variety of venues for contributing to other communities abroad ● that there are multiple factors that contribute to the current state of various global issues ● that social issues often share common roots and there is considerable overlap in movements working for social change 	<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"> ● participating in class discussions expressing social and political views concerning global issues ● comparing and contrasting global activism and humanitarian services in the US to those in other countries ● expressing an understanding of the roles and responsibilities aligned with global citizenship ● discussing variety of ways a person can travel to have an impact in communities in other parts of the world ● promoting ways people can impact communities abroad through travel and service ● identifying the principles of human rights in the US and around the world
<p>AVANCEMOS TEXTBOOK ALIGNMENT:</p> <p>Chapters: Unidad 5- Comuniquémonos entre naciones/Nuev@s amig@s, nuevas oportunidades & Unidad 6- ¿Dónde vivimos?</p>	<p>GRAMMAR: Subjunctive mood with adjectival (unknown antecedents) and adverbial clauses; conditional tense; reporting speech</p>