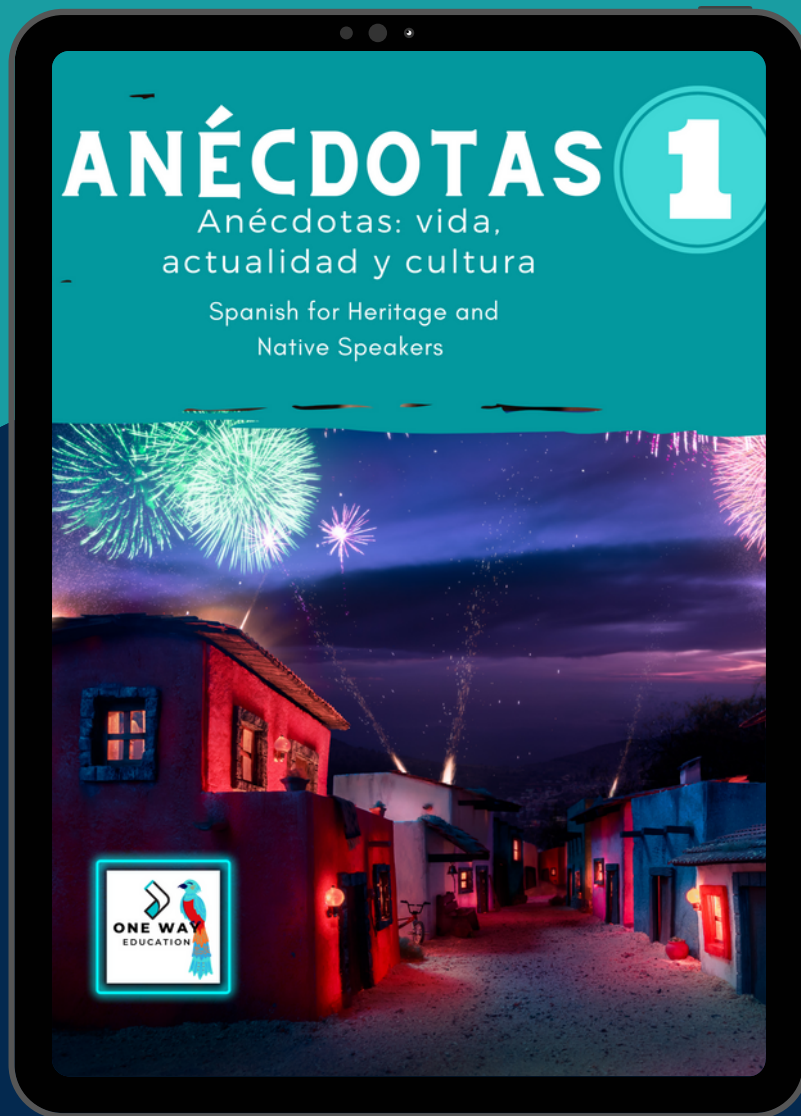




ANÉCDOTAS 1

SCOPE AND SEQUENCE

Unit	Guiding Questions	Objectives
1. Las familias y su enlace con la sociedad Lección 1: El poder de la educación Lección 2: La hispanidad es una celebración Lección 3: Los valores reflejados en la comunidad Lección 4: El impacto económico de un profesional en la familia y la sociedad	¿La sociedad cambia a la familia o ésta a la sociedad? ¿Qué causó el gran cambio en las relaciones entre familia y sociedad? ¿Quiénes integraban las familias antiguas? ¿Qué cambio distanció a las nuevas generaciones de las anteriores? ¿Los cambios en la tecnología dañan a la sociedad? ¿Qué debemos conservar, no obstante los cambios en las relaciones familiares y sociales?	Understand the main idea and key information of informational text related to the family unit, values and beliefs, and the role of education in the Hispanic families. Compare products, practices and perspectives of celebrations and traditions of the Hispanic culture. Exchange information and express opinions about the family unit, values and beliefs, or the importance placed on education. Present information to describe, inform, compare, give advice, and express opinions about family values and traditions, culture, education, and career and gender roles.

Intercultural Target

Literacy Goals

AP[®] and IB[®] Correlation

Interact

- I can understand and compare my family and other family structures in other cultures.
- In my own and other cultures, I can make comparisons related to personal interest in studies.
- I can recognize behaviors that exist in other cultures to be able to interact with them.
- I can recognize differences in family values expressed in the different target language cultures.

Investigate

- In my own and other cultures, I can compare the practice of how different countries celebrate Valentine's Day.
- In my own and other cultures, I can compare practices related to life, cultural practices, and expressions of Argentina.
- In my own and other cultures, I can compare practices related to careers or jobs, and the impact of gender roles.
- In my own and other cultures, I can compare practices related to life, cultural practices, and expressions of Ecuador.

Interpersonal Communication

- I can explain my interpretation of a text with my peers.
- I can express my opinions to my peers.
- I can use specialized vocabulary to write a summary and share my work with my peers.

Presentational Speaking

- I can debate with my classmates by citing evidence from the articles.
- I can make a presentation to my peers in class about a creative writing piece I wrote.
- I can present a video to my class and analyze what I have learned in the unit.

Presentational Writing

- I can make a written comparison of the main ideas on a text to the ideas presented on visual stimuli.
- I can follow orthographic rules to convey clear ideas when I speak and write.
- I can write a letter to an essential worker in my community.

Interpretive Listening

- I can understand the points made in a debate.
- I can infer meaning from an authentic audio-visual source and understand the cultural perspectives of a Spanish-Speaking Country.

Interpretive Reading

- I can understand the main idea and supporting details of a short story.
- I can understand how new vocabulary can be used in different contexts.

All the readings will be printed and recorded to help with differentiation, equity, and access.

AP[®]:

Families and Communities

- Customs and Ceremonies
- Family Structure
- Friendship and Love
- Childhood and Adolescence

Contemporary Life

- Education and Careers
- Lifestyles
- Social Customs and Values
- Rites of Passage

Personal and Public Identities

- Beliefs and Values
- Multiculturalism
- Gender and Sexuality

Global Challenges

- Diversity Issues
- Economic Issues

Beauty and Aesthetics

- Literature
- Contributions to World Artistic Heritage

IB:

Identities

- Beliefs and Values
- Lifestyles
- Language and Identity

Experiences

- Customs and Traditions
- Life Stories
- Rites and Passages

Social Organizations

- Social Relationships
- Community
- Social Engagement
- Education
- The Workplace

Sharing the Planet

- Ethics
- Peace and Conflict

- For explanation purposes, the standards are abbreviated in the following table.
Please, refer to previous page for reference.

Unit 1	Pages	Learning Objectives
	P. 3	IL, IR, AIDP, MC.
	P. 6	IC, PW.
	P. 7	PW, MC.
	P. 9	MC, IL.
	P. 10	PW, MC, IC.
	P. 12	IR, AIDP, IL.
	P. 14	IR, PW, IC, PW.
	P. 15	MC, CC, PW.
	P. 16	IR, IC, PW.
	P. 19	IR, IL.
	P. 20	IC, MC, AIDP.
	P. 22	IR, AIDP, IL.
	P. 23	IC, MC.
	P. 24	IR, PW, IC.
	P. 25	LL, IR, LC, PW.
	P. 27	MC, IC.
	P. 28	IR, IL, CPP1, CPP2.
	P. 30	IAV, PW, AIDP.
	P. 31	CPP2, CPP2, PW.

Unit 1	Pages	Learning Objectives
	P. 33	IR, IL.
	P. 34	IL, IR, MC.
	P. 35	IC.
	P. 36	IR, PS, MC, PW.
	P. 38	IL, IR.
	P. 39	IC, MC, AIDP.
	P. 41	IR, AIDP, IL.
	P. 43	IR, MC, LC, IR.
	P. 44	MC, AIDP, PW.
	P. 45	IR, IC, PW.
	P. 48	IL, IR.
	P. 49	IC, MC, AIDP.
	P. 51	IR, AIDP, IL.
	P. 53	IR, PW, IC.
	P. 54	LL, IR, LC, PW.
	P. 56	MC, IC.
	P. 57	IR, IL, CPP1, CPP2.
	P. 59	IAV, IL, PW.
	P. 60	CPP1, CPP2, PW.
	P. 62	IL, IR, MC, PW.
	P. 63	IC, MC.
	P. 64	IR, CPP1, IC, CC, MC, PW.
	P. 65	MC, LL, SGC, PW.
	P. 67	IC, PW, LL.
	P. 70	Global Ready – ALL.

<i>Unit</i>	<i>Guiding Questions</i>	<i>Objectives</i>
2. El impacto de la cultura y el lenguaje en las identidades Lección 1: Estados Unidos, una celebración cultural Lección 2: Los idiomas son una riqueza Lección 3: Las creencias populares Lección 4: Mi papel en la sociedad	- Según tu opinión, ¿crees que la manera en que te educaron influye en tu forma de pensar? ¿Crees que es algo natural y nadie tiene el poder de cambiar tu mente? ¿La sociedad cambia a la familia o ésta a la sociedad? Explica tu respuesta con detalles. ¿A qué cambio se podrá atribuir las formas en que las relaciones entre familia y sociedad evolucionan? ¿Opinas que la identidad es pieza clave de una vida feliz? Si no conocemos quiénes somos, ¿nos afectará? - En tu comunidad, ¿puedes ver personas que no tienen una identidad marcada? ¿Crees que no tienen una identidad por falta de consejos o a qué le puedes atribuir esto?	Understand the main idea and key information of informational text related to language, identity and cultural acquisition. Compare products, practices, and perspectives of celebrations and traditions of the Hispanic culture. Exchange information and express opinions about the development of our identity through language and cultural experiences. Present information to describe, inform, compare, and express opinions and beliefs about cultural products, interactions, and perspectives and how these shape identities.

Intercultural Target

Literacy Goals

AP® and IB® Correlation

Interact

- I can understand and compare my identity and my language to those of others.
- In my own and other cultures, I can make comparisons related to cultural practices related to language and identity.
- I can recognize behaviors that exist in other cultures to be able to interact with them.
- I can recognize differences in self-expression through language, and culture.

Investigate

- In my own and other cultures, I can compare the practice of how different countries celebrate the coming of age.
- In my own and other cultures, I can compare practices related to life, cultural practices, and expressions of Mexico.
- In my own and other cultures, I can compare practices related to collaboration and effective relationships.
- In my own and other cultures, I can compare practices related to life, cultural practices, and expressions of Colombia.

Interpersonal Communication

- I can explain my interpretation of a text with my peers.
- I can exchange opinions and have a discussion on a specific topic.
- I can express my opinion and justify it with supporting details to my peers.

Presentational Speaking

- I can debate with my classmates citing evidence from a fable.
- I can debate with my peers about a topic presented on education.
- I can describe events that occur at the moment and share them with my peers.

Presentational Writing

- I can make a written comparison of the main ideas on a text to the ideas presented on visual stimuli.
- I can follow orthographic rules to convey clear ideas when I speak and write.

Interpretive Listening

- I can understand the points made in a debate.
- I can infer meaning from an authentic audio-visual source and understand the cultural perspectives of a Spanish-Speaking Country.

Interpretive Reading

- I can identify the moral on a fable.
- I can explain the information provided in a graphic organizer.
- I can understand the details of an article about cultural practices and celebrations.

All the readings will be printed and recorded to help with differentiation, equity, and access.

AP®:

Personal and Public Identities

- Beliefs and Values
- Multiculturalism
- Language and Identity

Contemporary Life

- Education
- Professions

Families and communities

- Customs and Ceremonies
- Citizenship

Beauty and Aesthetics

- Literature
- Contributions to World Artistic Heritage

Global Challenges

- Diversity Issues

IB:

Identities

- Beliefs and Values
- Language and Identity
- Lifestyles
- Subcultures

Experiences

- Customs and Traditions
- Leisure Activities
- Life Stories

Human ingenuity

- Entertainment
- Artistic expression
- Communication and Media

Sharing the Planet

- Ethics

Social organization

- Community
- Social engagement
- The Working World

- For explanation purposes, the standards are abbreviated in the following table. Please, refer to previous page for reference.

Unit 2	Pages	Learning Objectives
	P. 78	IL, IR, AIDP, MC.
	P. 81	IC, PW.
	P. 82	IC, PW.
	P. 84	IR, IL.
	P. 87	IR, AIDP, IL.
	P. 89	IR, PW, IC.
	P. 90	MC, CC, PW.
	P. 91	IR, IC, PW.
	P. 94	IR, IL.
	P. 97	IR, AIDP, IL.
	P. 98	IC.
	P. 99	IR, PW, IC.
	P. 100	LL, IR, LC.
	P. 103	MC, IC.
	P. 104	CPP1, CPP2, IL, IR.
	P. 106	IAV, AIDP, PW.
	P. 107	IR, CPP1, CPP2, PW.
	P. 109	IR, IL.
	P. 110	IL, IR, MC.

Unit 2	Pages	Learning Objectives
	P. 111	IC.
	P. 112	IR, PW.
	P. 114	IR, IL.
	P. 117	IR, AIDP, IL.
	P. 119	IR, PW, IC.
	P. 120	MC, AIDP, PW.
	P. 121	IR, IC, PW.
	P. 124	IR, IL.
	P. 125	MC, IC.
	P. 127	IR, AIDP, IL.
	P.129	IR, PW, IC.
	P. 130	LL, IR, LC.
	P. 132	MC, IC.
	P. 133	IR, IL, CPP1, CPP2.
	P. 135	IAV, IL, PW.
	P. 136	IR, CPP1, CPP2.
	P. 138	IL, IR, MC.
	P. 139	IC.
	P. 140	PW, MC.
	P. 141	MC, LL, SGC, PW, IR.
	P. 143	IC, PW, LL.
	P. 146	Global Ready – ALL.

Unit	Guiding Questions	Objectives
3. Contemplando el arte como influencia en la vida • Lección 1: El poder de las palabras • Lección 2: La evolución del arte de la actuación y el cine • Lección 3: El negocio del arte y su abundancia • Lección 4: Las melodías y sus efectos en la sociedad	• ¿Estás de acuerdo con la idea de que las palabras tienen más poder que el dinero? • ¿Qué le dirías a uno de los escritores más famosos del mundo si pudieras tener una conversación con él o ella? • ¿Quiénes son las personas que te inspiran más en tu vida y cómo usan las palabras para inspirarte? • ¿Qué cambio se necesita en la sociedad para que las artes sean más valoradas? • ¿Consideras que los pintores saben explicar sus sentimientos por medio de la pintura? ¿Tú cómo expresas tus sentimientos?	Understand the main idea and key information of informational text related to the evolution of art and its influence on daily life. Compare products, practices and perspectives of celebrations, traditions, and the influence of art from a global perspective. Exchange information and express opinions about various forms of arts. Present information to describe, inform, express opinions about various art forms, and self-expression.

Intercultural Target

Literacy Goals

AP[®] and IB[®] Correlation

Interact

- I can understand and compare the message various art forms convey.
- In my own and other cultures, I can make comparisons related to a personal interest in various art forms.
- I can recognize artistic practices that exist in other cultures to be able to interact with them.
- I can recognize the global influence of art in diverse fields around the world.

Investigate

- In my own and other cultures, I can compare the practice of how different countries appreciate and value art.
- In my own and other cultures, I can compare practices and perspectives related to life, cultural products, and expressions of Chile.
- In my own and other cultures, I can compare practices and perspectives related to art, its influence, and financial interest.
- In my own and other cultures, I can compare practices and perspectives related to life, cultural products, and expressions of El Salvador.

Interpersonal Communication

- I can explain my interpretation of a text with my peers.
- I can express my music preferences to my classmates.
- I can defend my opinion and support it with evidence from an article and share my thoughts with a peer.

Presentational Speaking

- I can debate with my classmates citing evidence from the articles.
- I can make a presentation to my peers in class about a creative writing piece I wrote.
- I can present a video to my class and analyze what I have learned in the unit.

Presentational Writing

- I can make a written comparison of the main ideas on a text to the ones presented on visual stimuli.
- I can follow orthographic rules to convey clear ideas when I speak and write.
- I can use specialized vocabulary to write a summary and share my work with my peers.

Interpretive Listening

- I can understand the points made in a debate.
- I can infer meaning from an authentic audio-visual source and understand the cultural perspectives of a Spanish-Speaking Country.

Interpretive Reading

- I can understand the meaning of a poem and how it relates to the authors life.
- I can understand an article, describing the impact that art has in human life.

All the readings will be printed and recorded to help with differentiation, equity, and access.

AP[®]:

Families and Communities

- Customs and Values
- Social Networking

Contemporary Life

- Education and Careers
- Lifestyles
- Social Customs and Values
- Entertainment

Personal and Public Identities

- Personal Beliefs
- Self-Image

Beauty and Aesthetics

- Contributions to World Artistic Heritages
- Visual and Performing Arts
- Ideals of Beauty
- Literature

IB[®]:

Identities

- Values and Beliefs
- Lifestyles
- Language and Identity
- Subcultures

Experiences

- Customs and Traditions
- Leisure Activities and Traditions
- Life Stories

Social Organizations

- Social Relationships
- Community
- Social Participation
- Education
- The Workplace

Sharing the Planet

- Ethics

Human Ingenuity

- Entertainment
- Artistic Expression
- Communication and Media
- Technology

- For explanation purposes, the standards are abbreviated in the following table.
Please, refer to previous page for reference.

Unit 3	Pages	Learning Objectives
	P. 152	IL, IR, AIDP, MC.
	P. 155	IC, PW.
	P. 156	IC, PW.
	P. 158	IR, IL.
	P. 161	IR, AIDP, IL.
	P. 164	IR, PW, MC.
	P. 165	MC, AIDP, IL.
	P. 166	IC, IR, PW.
	P. 169	IR, IL.
	P. 170	IC, MC, AIDP.
	P. 172	IR, AIDP, IL.
	P. 174	IR, PW, IC.
	P. 175	LL, IR, LC, PW.
	P. 177	MC, IC.
	P. 178	IR, IL. CPP1, CPP2.
	P. 180	IAV, IL, PW.
	P. 181	IR, CPP1, CPP2.
	P. 183	IR, IL.
	P. 184	IL, IR, MC.

Unit 3	Pages	Learning Objectives
	P. 185	IR, PW.
	P. 187	IR, IL.
	P. 190	IR, AIDP, IL, MC.
	P. 192	IR, PW, IC.
	P. 193	MC, AIDP.
	P. 194	IR, IC, PW.
	P. 197	IR, IL.
	P. 198	IC, MC, AIDP.
	P. 200	IR, AIDP, IL.
	P. 201	IC.
	P. 202	IR, PW, IC.
	P. 203	LL, IR, LC.
	P. 205	MC, IC.
	P. 206	IR, IL, CPP1, CPP2.
	P. 208	IAV, IL, PW.
	P. 209	CPP1, CPP2.
	P. 211	IL, IR, MC.
	P. 212	IC.
	P. 213	PW, IC, MC.
	P. 214	MC, LL, SGC, PW.
	P. 216	IC, PW, LL.
	P. 219	Global Ready – ALL.

Unit	Guiding Questions	Objectives
4. La tecnología y sus beneficios en la vida diaria Lección 1: La era del Internet, ¿nos está sobrepasando? Lección 2: El reinado de las redes Lección 3: El celular, ¿es una adicción o una necesidad inminente? Lección 4: El arte de volar, el sueño del mundo	¿Qué tan importante es la tecnología para ti y tu familia? ¿Cuál es la diferencia más clara entre tu época, la de tus padres y la de tus abuelos, en cuestión de tecnología? ¿Quiénes utilizan más las redes sociales, los adultos o los jóvenes? - Si tuvieras el poder, ¿desaparecerías el Internet?, ¿por qué sí o por qué no? ¿Cuál es la herramienta tecnológica que usas en tu vida diaria y de la cual crees que no podrías vivir sin ella? ¿Cómo te imaginas la vida si la tecnología no estuviera disponible?	Understand the main idea and key information of informational text related to global and present-day technology and social media. Compare products, practices and perspectives of celebrations and traditions of the Hispanic culture. Exchange information and express opinions about the role of the internet and technology in social interactions and digital divide between generations in today's society. Present information to describe, inform, compare, and express opinions about the evolution of technology and discuss the changes in daily life with the power of innovation.

Intercultural Target

Literacy Goals

AP[®] and IB[®] Correlation

Interact

- I can understand and compare the impact that technology has played in our society through time.
- In my own and other cultures, I can make comparisons related to personal choices in technology and its economic impact.
- I can recognize behaviors that exist in other cultures to be able to interact with them.
- I can recognize differences and the advantages of knowing and understanding technology and its evolution in society.

Investigate

- In my own and other cultures, I can compare the practice of acceptable use of technology and its influence on daily life.
- In my own and other cultures, I can compare practices related to life, cultural practices, and expressions of Peru.
- In my own and other cultures, I can compare the role that technology has on my future career choices.
- In my own and other cultures, I can compare practices related to life, cultural practices, and expressions of Costa Rica.

Interpersonal Communication

- I can explain my interpretation of a text with my peers.
- I can explain and interpret the meaning of a quote.
- I can share and justify my opinion on common issues such as the pros and cons social media.

Presentational Speaking

- I can express my opinion about the advantages due to innovations in the automotive industry.
- I can explain how technological advances have shaped contemporary lifestyles.
- I can draft and revise the introductory paragraph and a clear thesis statement for an essay.

Presentational Writing

- I can write a paragraph comparing an article I read and visual stimuli.
- I can participate actively and react to others appropriately in academic debates.
- I can summarize what was viewed from a video.
- I can infer meaning from an authentic audio-visual source and understand the cultural perspectives of a Spanish Speaking Country.

Interpretive Listening

- I can understand the points made in a debate.
- I can infer meaning from an authentic audio-visual source and understand the cultural perspectives of a Spanish-Speaking Country.

Interpretive Reading

- I can understand the main idea and supporting details on an article related to social media.
- I can compare data on technology usage and trends.

All the readings will be printed and recorded to help with differentiation, equity, and access.

AP[®]:

Families and Communities

- Customs and Ceremonies
- Family Structure

Contemporary Life

- Advertising and Marketing
- Education
- Professions
- Lifestyles
- Social Customs and Values
- Travel

Personal and Public Identities

- Beliefs and Values
- Multiculturalism
- Language and Identity
- Alienation and Assimilation

Global Challenges

- Economic Trends
- Health Issues

Beauty and Aesthetics

- Literature
- Contributions to World Artistic Heritage
- Music

IB:

Identities

- Beliefs and Values
- Lifestyles
- Language and Identity
- Subcultures

Experiences

- Leisure Activities
- Life Stories
- Holidays and Travel

Social Organizations

- Social Relationships
- Community
- Social Engagement
- Education
- The Working World

Sharing the Planet

- Ethics
- Globalization

- For explanation purposes, the standards are abbreviated in the following table.
Please, refer to previous page for reference.

Unit 4	Pages	Learning Objectives
	P. 225	IL, IR, AIDP, MC.
	P. 228	IC, PW.
	P. 229	IC, PW.
	P. 231	IR, MC, IL.
	P. 234	IR, AIDP, IL.
	P. 236	IR, PW, IC.
	P. 237	MC, AIDP.
	P. 238	IR, IC, PW.
	P. 241	IR, IL.
	P. 244	IR, AIDP, IL, IC.
	P. 246	IR, PW, IC.
	P. 247	LL, IR, LC, PW.
	P. 249	MC, IC.
	P. 250	IR, IL, CPP1, CPP2.
	P. 252	IAV, IL, PW.
	P. 253	CPP1, CPP2.
	P. 255	IL, IR.
	P. 256	IL, IR, MC.
	P. 258	IR, CPP1, LL, PW.

Unit 4	Pages	Learning Objectives
	P. 260	IR, IL.
	P. 263	IR, AIDP, IL, IC.
	P. 265	CPP2, MC, PW.
	P. 266	MC, AIDP.
	P. 267	IR, IC, PW.
	P. 270	IR, IL.
	P. 273	IR, AIDP, IL.
	P. 275	IR, PW, IC.
	P. 276	LL, IR, LC, PW.
	P. 278	MC, IC.
	P. 279	IR, IL, CPP1, CPP2.
	P. 281	IAV, IL, PW.
	P. 282	CPP1, CPP2, CC.
	P. 284	IL, IR, MC.
	P. 287	IR, CC, MC, PW.
	P. 288	MC, LL, SGC, PW.
	P. 290	IC, PW, LL.
	P. 293	Global Ready – ALL.

<i>Unit</i>	<i>Guiding Questions</i>	<i>Objectives</i>
5. La vida contemporánea y sus cambios en las comunidades Lección 1: Las nuevas oportunidades laborales Lección 2: El poder de la adaptación Lección 3: Los países industrializados Lección 4: La sociedad se transporta	¿Crees que la vida moderna se ve tan afectada por la tecnología? ¿Qué te dirías a ti mismo si pudieras darle un consejo al tú del 2019? ¿Te sientes preparado para los nuevos trabajos que vienen en camino gracias a la tecnología y las innovaciones? ¿Cómo se puede encontrar la estabilidad en esta nueva época donde las cosas cambian tan repentinamente? ¿Opinas que la situación en las comunidades ha mejorado en los últimos 10 años? - Según tu punto de vista, ¿cómo podríamos preparar a los jóvenes de la escuela básica para que sean exitosos cuando lleguen a la adultez?	Understand the main idea and key information of informational texts related to the job force, career, and entrepreneurship opportunities. Compare products, practices and perspectives of celebrations and traditions of the Hispanic culture. Exchange information and express opinions about today's evolving lifestyles and adaptations we face. Present information to describe, inform, compare, and express opinions about career opportunities, contemporary lifestyles, and their ongoing impact on society.

Intercultural Target

Literacy Goals

AP® and IB® Correlation

Interact

- I can understand and compare life choices related to career opportunities and their evolution.
- In my own and other cultures, I can make comparisons related to the skills needed to be prepared for the new demands in the workforce.
- I can recognize behaviors that exist in other cultures to be able to interact with them.
- I can recognize and understand the effects that industrialization has on contemporary lifestyles.

Investigate

- In my own and other cultures, I can compare and understand the requirements needed to fulfill current and future job opportunities.
- In my own and other cultures, I can compare practices related to life, cultural practices, and expressions of Honduras.
- In my own and other cultures, I can compare how transportation has evolved to meet the current needs and demands of global lifestyles.
- In my own and other cultures, I can compare practices related to life, cultural practices, and expressions of Paraguay.

Interpersonal Communication

- I can share and justify my opinion on how technology can help societies during a global pandemic.
- I can participate actively and react to others appropriately in academic presentations related to entrepreneurship.
- I can explain my interpretation of a text with my peers.

Presentational Speaking

- I can make a recommendation based on data gathered from an informational text related to industrialization.
- I can defend my views in a debate regarding business ideals.
- I can debate with my classmates citing evidence from the articles.

Presentational Writing

- I can write a paragraph comparing and contrasting an article I read and an audio stimulus.
- I can author a chronicle related to my immediate environment adding humor and details to describe.
- I can write short reports about a research I made on women's contributions to the world.

Interpretive Listening

- I can understand the points made in a debate.
- I can infer meaning from an authentic audio-visual source and understand the cultural perspectives of a Spanish-Speaking Country.

Interpretive Reading

- I can read an article of what a chronicle is and understand its characteristics.
- I can understand the main idea and supporting details on an article related to social adaptations during challenging times.

All the readings will be printed and recorded to help with differentiation, equity, and access.

AP®:

Contemporary Life

- Advertising and Marketing
- Education
- Professions
- Lifestyles
- Social Customs and Values
- Travel
- Leisure and Sports

Personal and Public Identities

- Multiculturalism
- Language and Identity
- Alienation and Assimilation

Global Challenges

- Economic Trends

Beauty and Aesthetics

- Literature
- Contributions to World Artistic Heritage
- Music
- Visual Arts

IB:

Identities

- Lifestyles
- Language and Identity
- Subcultures

Experiences

- Leisure Activities
- Life Stories
- Travel

Social Organizations

- Community
- Social Engagement
- Education
- The Working World

Sharing the Planet

- Globalization
- Urban and Rural Environment

- For explanation purposes, the standards are abbreviated in the following table.
Please, refer to previous page for reference.

Unit 5	Pages	Learning Objectives
	P. 299	IL, IR, AIDP, MC.
	P. 302	IC, PW.
	P. 303	IC, PW.
	P. 305	IR, AIDP, MC, IL.
	P. 308	IR, AIDP, IL.
	P. 309	IC.
	P. 310	IR, PW, IC.
	P. 311	MC, AIDP, IL.
	P. 312	IR, IC, PW.
	P. 315	IR, AIDP, MC, IL.
	P. 318	IR, AIDP, IL.
	P. 319	IC.
	P. 320	IR, PW, IC.
	P. 321	LL, IR, LC, PW.
	P. 323	MC, IC.
	P. 324	IR, IL, CPP1, CPP2.
	P. 326	IAV, IL, PW.
	P. 327	CPP1, CPP2, PW, IR.
	P. 329	IL, IR.

Unit 5	Pages	Learning Objectives
	P. 330	IL, IR, MC.
	P. 332	IR, PW, MC.
	P. 334	IR, MC, GR, IL.
	P. 337	IR, AIDP, IL.
	P. 338	IC.
	P. 339	IR, PW, IC.
	P. 340	MC, AIDP.
	P. 341	IR, IC, PW.
	P. 344	IR, IL.
	P. 347	IR, AIDP, IL, IC.
	P. 349	IR, PW, MC.
	P. 350	LL, IR, LC.
	P. 352	MC, IC.
	P. 353	IR, IL, CPP1, CPP2.
	P. 355	IAV, IL, PW.
	P. 356	CPP1, CPP2, CC.
	P. 358	IL, AIDP, IR, MC.
	P. 360	IR, MC, CPP1, CC, PW.
	P. 361	MC, LL, SGC, PW.
	P. 363	PW, LL, MC.
	P. 366	Global Ready – ALL.

<i>Unit</i>	<i>Guiding Questions</i>	<i>Objectives</i>
6. La sociedad frente a los retos Lección 1: La inmigración en Estados Unidos Lección 2: Los cambios climáticos y sus efectos Lección 3: La corrupción, una realidad potente Lección 4: El voto latino y su poder en la sociedad	¿En tu opinión, cuál es el desafío más importante que deberíamos poner como prioridad? ¿Qué le dirías a un presidente de uno de los países que más sufren de pobreza? ¿Crees que la democracia es un derecho que se ha desvanecido en los países de Latinoamérica? Explica tu respuesta con detalles y compártela con la clase. ¿Opinas que la era digital es un problema para los jóvenes o es un problema exclusivo de la gente de mayor edad?	Understand the main idea and key concepts of informational texts related to social structures and challenges around the globe. Compare products, practices and perspectives of celebrations and traditions of the Hispanic culture. Exchange information and express opinions about today's evolving workforce and environmental issues. Present information to describe, inform, compare, and express opinions about career opportunities, contemporary lifestyles, and the impact of the human ecological footprint.

Intercultural Target

Literacy Goals

AP[®] and IB[®] Correlation

Interact

- I can understand and compare life choices related to technology and economic advancements.
- In my own and other cultures, I can make comparisons related to the opportunities and challenges of human migration.
- I can recognize behaviors that exist in other cultures to be able to interact with them.
- I can recognize and understand the effects that human interactions have on contemporary life.

Investigate

- In my own and other cultures, I can compare and understand the impact of globalization and my responsibilities as a citizen.
- In my own and other cultures, I can compare practices related to life, cultural practices, and expressions of The Dominican Republic.
- In my own and other cultures, I can understand and analyze the relevance of political action.
- In my own and other cultures, I can compare practices related to life, cultural practices, and expressions of Cuba.

Interpersonal Communication

- I can describe the cultural products, practices and perspectives of my own culture that might be unfamiliar to others.
- I can explain my point of view after reading a fragment of a play.
- I can defend my opinion and support it with evidence from the articles I read.

Presentational Speaking

- I can present on a collaborative news video.
- I can use both informal to formal speech when presenting a country on an educational video.
- I can participate actively and react to others appropriately in academic debates providing facts and rational to support my statements.

Presentational Writing

- I can write a newspaper article.
- I can document a series of steps to solve a problem.
- I can make a written comparison of a story read and the life of someone I might know.

Interpretive Listening

- I can understand the points made in a debate.
- I can infer meaning from an authentic audio-visual source and understand the cultural perspectives of a Spanish-Speaking Country.

Interpretive Reading

- I can read and understand the importance of culture in my identity.
- I can read and understand the main idea and supporting details of an article related to the importance of the Latino vote.

All the readings will be printed and recorded to help with differentiation, equity, and access.

AP[®]:

Contemporary Life

- Education
- Professions
- Lifestyles
- Social Customs and Values
- Travel

Personal and Public Identities

- Multiculturalism
- Alienation and Assimilation
- Nationalism and Patriotism

Global Challenges

- Economic Issues
- Environmental Issues
- Diversity Issues
- Human Rights

Beauty and Aesthetics

- Literature
- Music
- Visual Arts

IB:

Identities

- Lifestyles
- Language and Identity
- Subcultures

Experiences

- Leisure Activities
- Life Stories
- Travel
- Migration

Social Organizations

- Community
- Social Engagement
- Education
- The Working World

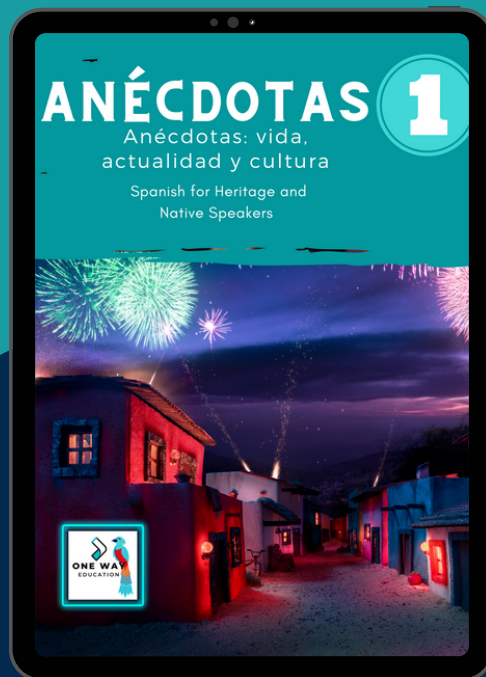
Sharing the Planet

- Globalization
- Urban and Rural Environment
- Environment
- Ethics

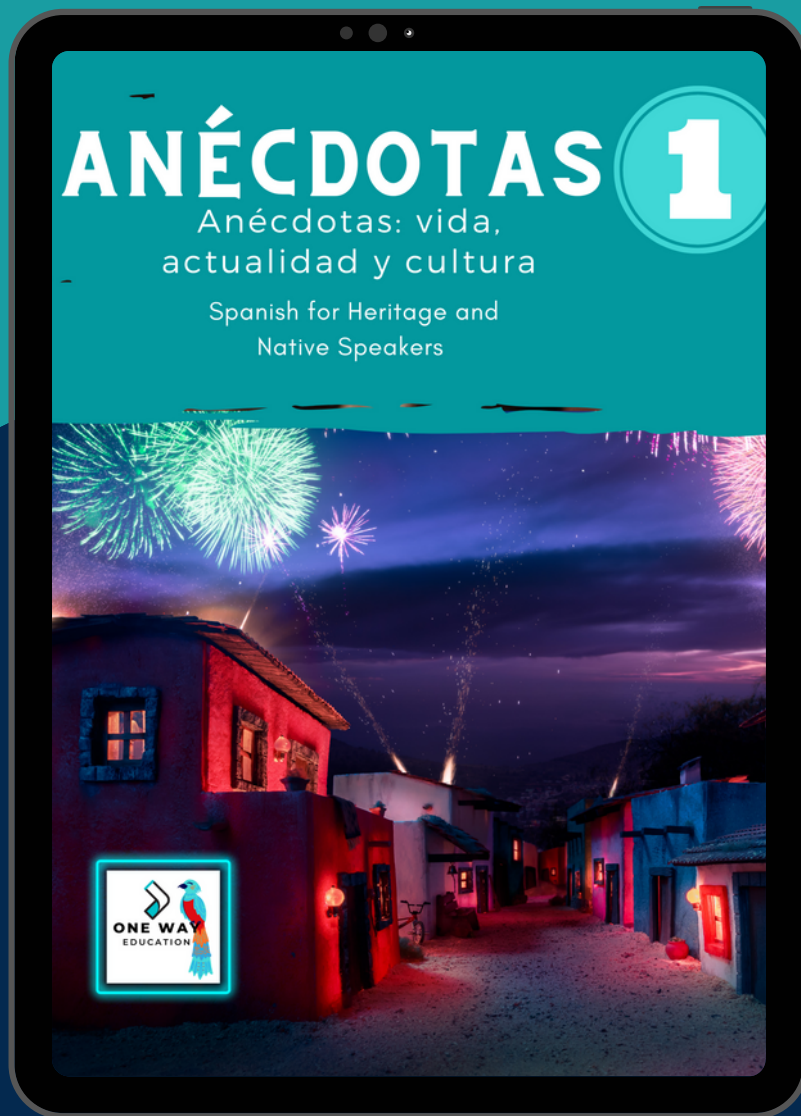
- For explanation purposes, the standards are abbreviated in the following table.
Please, refer to previous page for reference.

Unit 6	Pages	Learning Objectives
	P. 372	IL, IR, AIDP, MC.
	P. 375	IC, PW, PS.
	P. 376	PW, MC.
	P. 378	IR, IL.
	P. 381	IR, AIDP, IL.
	P. 383	IR, PW, IC, MC.
	P. 384	MC, CC.
	P. 385	IR, MC, PW.
	P. 388	IR, IL.
	P. 391	IR, AIDP, IL.
	P. 393	IR, PW, IC, SGS.
	P. 394	LL, IR, LC, PW.
	P. 396	MC, IC.
	P. 397	IR, IL, CPP1, CPP2.
	P. 399	IAV, IL, PW.
	P. 400	CPP1, CPP2, PW.
	P. 402	IL, IR.
	P. 403	IL, IR, MC.
	P. 408	IR, PW,

Unit 6	Pages	Learning Objectives
	P. 410	IR, IL.
	P. 413	IR, AIDP, IL.
	P. 415	IR, PW, IC, SGC.
	P. 416	MC, AIDP, PW, LL.
	P. 417	IR, IC, PW.
	P. 420	IR, IL.
	P. 423	IR, AIDP, IL.
	P. 425	IR, PW, MC, GR.
	P. 426	LL, IR, LC, PW.
	P. 428	MC, IC.
	P. 429	IR, IL, CPP1, CPP2.
	P. 431	IAV, IL, PW.
	P. 432	CPP1, CPP2, PS.
	P. 434	IL, MC.
	P. 440	IR, PW, MC, LL.
	P. 441	MC, LL, SGC, PW.
	P. 443	IC, PW, LL.
	P. 446	Global Ready – ALL.



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ANÉCDOTAS 1

SCOPE AND SEQUENCE