

ANÉCDOTAS 2

Anécdotas: vida,
actualidad y cultura

Spanish for Heritage and
Native Speakers



ANÉCDOTAS 2

Scope and Sequence

Unit	Guiding Questions	Objectives
1. Las sociedades en contacto Lección 1: La interconexión, el tejido que nos une Lección 2: Las divisiones socioeconómicas Lección 3: Las relaciones públicas Lección 4: La unión como base del futuro	¿Opinas que la sociedad donde vives sabe del valor de adaptarse a otras culturas? ¿Crees que las tradiciones de una sociedad deberían siempre quedarse igual o deberían existir cambios según los tiempos evolucionen? ¿Es la sociedad culpable de los malos hábitos que se han hecho populares en las comunidades? ¿Qué tanto practicas la solidaridad en tu comunidad y cómo apoyas a los demás que saben del valor de la colaboración? ¿Cómo se parece la sociedad española a la sociedad donde vives tú?	Understand the main idea and key information of informational text related to interpersonal relationships and social and cultural exchanges. Compare products, practices, and perspectives of celebrations and traditions of the Hispanic culture. Exchange information and express opinions about my contributions in society, the economy, and my active role as a citizen. Present information to describe, inform, compare, and express opinions about my personal and public identity, in familial and public settings.

Intercultural Target

Literacy Goals

AP® and IB® Correlation

Interact

- I can understand and compare my community with other community structures in other cultures.
- In my own and other cultures, I can make comparisons related to personal interests, goals, and the workplace.
- I can recognize behaviors that exist in other cultures to be able to interact with them.
- I can recognize differences in formal and informal settings relating to cultural products and interactions.

Investigate

- In my own and other cultures, I can value the importance of collaboration.
- In my own and other cultures, I can compare practices related to life, cultural practices, and expressions of Uruguay.
- In my own and other cultures, I can compare practices related to careers or jobs, and the importance of collaboration.
- In my own and other cultures, I can compare practices related to life, cultural practices, and expressions of Panama.

Interpersonal Communication

- I can participate in a conversation related to the topic of goal setting.
- I can answer questions about hypothetical events.
- I can answer questions related to a ballad I read and share interpretation with my peers.

Presentational Speaking

- I can present a song I write to my class.
- I can present an oral and written cultural comparison in the target language.
- I can present culture, practices, products, and perspectives about Peru in a video format.

Presentational Writing

- I can author a summary using appropriate punctuation.
- I can author sentences related to monetary savings using adjectives.
- I can make a written prediction of my future life's achievements.

Interpretive Listening

- I can understand how hyperboles and sarcasm are used in a song.
- I can understand the message a song conveys.

Interpretive Reading

- I can understand an article related to the power of human adaptation.
- I can understand the main idea and supporting details on an article related to social and economic inequality.

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

AP®:

Families and Communities

- Customs and Ceremonies
- Family Structure
- Citizenship

Contemporary Life

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

Personal and Public Identities

- Beliefs and Values
- Multiculturalism
- Language and Identity

Global Challenges

- Diversity Issues
- Economic Issues
- Human Rights

Beauty and Aesthetics

- Literature
- Visual and Performing Arts

Science and Technology

- Ethics
- Effects of Technology on Self and Society

IB®:

Identities

- Beliefs and Values
- Lifestyles
- Language and Identity

Experiences

- Customs and Traditions
- Life Stories
- Migration

Social Organizations

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

Sharing the Planet

- Ethics
- Peace and Conflict
- Human Rights
- Globalization

Human Ingenuity

- Technology
- Artistic Expressions

- 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	IR, AIDP, MC.
	P. 6	IC, PW, MC.
	P. 7	PW.
	P. 9	IR, AIDP, IL.
	P. 12	IR, AIDP, IL.
	P. 14	IR, PW, IC.
	P. 15	MC, CC, PW.
	P. 16	IR, IC, IL.
	P. 19	IR, AIDP, IC.
	P. 20	IC, MC, AIDP.
	P. 22	IR, AIDP, IL.
	P. 24	IR. PW, IC.
	P. 25	LL, IR, LC.
	P. 27	MC, IC, PW.
	P. 30	IAV, PW, AIDP.
	P. 31	CPP1, CPP2, PW, PS.
	P. 33	IR, IL.
	P. 34	IL, IR, AIDP.
	P. 36	IC, PW, MC, PW.

Unit 1	Pages	Learning Objectives
	P. 38	IR, AIDP, MC.
	P. 39	IC, MC, AIDP.
	P. 41	IR, AIDP,
	P. 43	IR, PW, IC.
	P. 44	MC, AIDP.
	P. 45	IR, IL, PW.
	P. 48	IR, AIDP, MC.
	P. 49	PW, MC, IC.
	P. 51	IR, AIDP, IL.
	P. 54	CIR, MC, LC, PW.
	P. 55	LL, IR, LC, PW.
	P. 58	MC, IC.
	P. 59	IR, IL, CPP1, CPP2.
	P. 61	IAV, IL, PW.
	P. 62	CPP1, CPP2, PW.
	P. 64	IL, IR, MC.
	P. 65	IC, PW.
	P. 66	MC, PW, IC.
	P. 67	MC, LL, SGC, PW.
	P. 69	IC, PW, LL.
	P. 72	Global Ready – ALL.

Unit	Guiding Questions	Objectives
2. La construcción del género Lección 1: La ética y los valores Lección 2: La imagen pública y la imagen privada Lección 3: El encuentro de culturas y sus raíces Lección 4: Mis acciones marcan mi futuro	- Si fueras el presidente del país, ¿qué pasos tomarías para ejercitar el derecho a la igualdad? ¿Cuál podría ser una nueva ley que apoye con los derechos de todos los ciudadanos? ¿Cómo se manifiesta la corrupción hoy día? ¿La selección del idioma de un bilingüe dicta o no la identidad? ¿Cómo es que los pasos del hoy afectan el mañana?	Understand the main idea and key information of informational text related to gender roles and ethical practices. 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 social norms. Present information to describe, inform, compare, and express opinions about appropriate social norms, interactions that can lead to a successful future.

Intercultural Target

Literacy Goals

AP[®] and IB[®] Correlation

Interact

- I can understand and compare how cultures influence the language of a community.
- In my own and other cultures, I can understand how unethical practices impact society.
- I can recognize appropriate social behaviors that can have a positive impact on my identity.
- I can recognize differences in self-expression through language, and culture.

Investigate

- In my own and other cultures, I can compare how cultures assimilate when they come in contact.
- In my own and other cultures, I can compare practices related to life, cultural practices, and expressions of Puerto Rico.
- In my own and other cultures, I can understand the impact of my decision-making process.
- In my own and other cultures, I can compare practices related to life, cultural practices, and expressions of Bolivia.

Interpersonal Communication

- I can share with my peers my opinions on public and private identity.
- I can share my opinions with my peers on what I view as unethical.
- I can express the similarities and differences between a text and art.

Presentational Speaking

- I can express my opinion about issues such as proper management of my digital social identity.
- I can debate my opinion regarding the use of Spanglish.
- I can make connections orally and written to a theme studied and visual stimuli related to cultures in contact.

Presentational Writing

- I can write a paragraph comparing & contrasting an article I read to an audio stimulus.
- I can express doubts, desires, and hopes in the target language.

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 an article related to the various forms of corruption.
- I can understand the main idea and the supporting details on an article related to digital identity and the impact my digital footprint has on my future career choice.
- I can understand the main idea and supporting details of an article to evolution of language.

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

AP[®]:

Personal and Public Identities

- Alienation and Assimilation
- National and Ethnic Identities

Contemporary Life

- Education
- Lifestyles
- Careers

Families and communities

- Global Citizenship

Science and Technology

- Effects of technology on self and society
- Ethics

Beauty and Aesthetics

- Literature
- Visual and Performing Arts

Global Challenges

- Population and Demographics
- Social Conscience

IB[®]:

Identities

- Language and Identity
- Lifestyles
- Subcultures
- Well-being

Experiences

- Life Stories
- Customs and Traditions

Human ingenuity

- Artistic expression
- Communication and Media
- Technology

Sharing the Planet

- Ethics
- Human Rights
- Equality
- Globalization

Social organization

- Social Relationships
- 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	IR, AIDP, MC.
	P. 81	IC, PW.
	P. 82	PW.
	P. 84	IR, AIDP, MC.
	P. 87	IR, AIDP, IL.
	P. 89	IR, PW, MC, IC.
	P. 90	IL, MC.
	P. 91	IR, IC.
	P. 94	IR, AIDP, MC.
	P. 95	IC, MC, AIDP.
	P. 97	IR, AIDP, IL.
	P. 99	IR, PW, IC.
	P. 100	LL, IR, LC.
	P. 102	MC, IC.
	P. 103	IR, IL, CPP1, CPP2.
	P. 105	IAV, IL, PW.
	P. 106	CPP1, CPP2, PW, CC.
	P. 108	IR, IL.
	P. 109	IL, IR, MC.

Unit 2	Pages	Learning Objectives
	P. 114	IR, PW, MC.
	P. 116	IR, AIDP, MC.
	P. 117	IC, MC, AIDP.
	P. 119	IR, AIDP, IL.
	P. 121	IR, MC, PW, IC.
	P. 122	MC, CC, CPP2, PW.
	P. 123	IR, IC.
	P. 126	IR, AIDP, MC.
	P. 127	IC, MC.
	P. 129	IR, AIDP, IL.
	P. 131	IR, PW, MC.
	P. 132	LL, IR, LC.
	P. 135	MC, IC.
	P. 136	CPP1, CPP2, IL, IR.
	P. 138	IAV, IL, PW.
	P. 139	CPP1, CPP2, PW, IR.
	P. 141	IL, IR, MC.
	P. 144	IR, CPP1, MC, CPP2.
	P. 145	MC, LL, SGC, PW.
	P. 147	IC, PW, LL.
	P. 150	Global Ready – ALL.

Unit	Guiding Questions	Objectives
3. La línea del tiempo Lección 1: La gestión del tiempo Lección 2: La tenacidad como habilidad Lección 3: El poder de la comunicación: oral, corporal, escrita y visual Lección 4: Las generaciones: el pasado, presente y futuro	¿Crees que pierdes el tiempo o sabes invertirlo correctamente? ¿Qué pasos puedes tomar ahora para hacer planes a corto y largo plazo? ¿Te sientes bien con tu rutina o debes implementar cambios? ¿Qué tanto poder tiene la voz de una persona? ¿Cuáles son las consecuencias de dejar todo para mañana? ¿Qué tan importante es la comunicación oral y corporal en una entrevista?	Understand the main idea and key information of informational text related to the importance of time and financial management. Compare products, practices, and perspectives of celebrations and traditions of the Hispanic culture. Exchange information and express opinions about public speaking in social and political arenas. Present information to describe, inform, and express opinions about verbal and non-verbal communication in different contexts.

Intercultural Target

Literacy Goals

AP® and IB® Correlation

Interact

- I can understand and compare the importance of prioritizing time and tasks.
- In my own and other cultures, I can make comparisons of effective communication, and their impact and influence on our decision-making.
- I can recognize the impact verbal and nonverbal communication has on an audience.
- I can recognize the importance of making short and long-term goals.

Investigate

- In my own and other cultures, I can compare the practice of how different subcultures appreciate and value public speaking.
- In my own and other cultures, I can compare practices and perspectives related to life, cultural products, and expressions of Venezuela.
- In my own and other cultures, I can compare practices and perspectives related to goal setting and perseverance.
- In my own and other cultures, I can compare practices and perspectives related to life, cultural products, and expressions of Guatemala.

Interpersonal Communication

- I can interview someone in the target language.
- I can express my opinion to my peers on the way technology influences generations.
- I can express my opinion regarding the use and misuse of finances.

Presentational Speaking

- I can express my opinion on questions related to events I have witnessed.
- I can express my ideas on comprehension questions related to public speaking.
- I can express myself in a mock interview.

Presentational Writing

- I can write about the activities I am able to do right now vs the ones I will be able to do in fifty years.
- I can author a poem, I can analyze it, and identify its parts.
- I can write personal goals in a specific timeframe of my life.

Interpretive Listening

- I can understand the main idea and supporting details of a story containing humor.
- I can understand the products and practices of a culture other than mine.

Interpretive Reading

- I can read and understand an explanation of how humor is presented in a literary text.
- I can understand the main idea and supporting details of an article related to persuasion via debates.

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

AP®:

Families and Communities

- Global Citizenship
- Social Networking

Contemporary Life

- Education and Careers
- Lifestyles
- Social Customs and Values

Personal and Public Identities

- Personal Beliefs
- Personal Interests
- Self-Image

Science and Technology

- Access to technology
- Effects of technology on Self and Society

Global Challenges

- Economic Issues
- Social Welfare
- Social Conscience

Beauty and Aesthetics

- Language and Literature
- Defining Creativity

IB®:

Identities

- Values
- Lifestyles
- Language and Identity
- Subcultures

Experiences

- Life Stories

Social Organizations

- Social Relationships
- Community
- Social Engagement
- The Workplace

Sharing the Planet

- Globalization

Human Ingenuity

- Entertainment
- Artistic Expression
- Communication and Media
- Technology

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Unit 3	Pages	Learning Objectives
	P. 156	IR, AIDP, MC.
	P. 158	IC, PW.
	P. 159	IC, PW.
	P. 161	IR, AIDP, MC.
	P. 162	IC, MC.
	P. 164	IR, AIDP, IL.
	P. 166	IR, PW, IC.
	P. 167	MC, CC.
	P. 168	PW, IR, IC.
	P. 171	IR, AIDP, MC.
	P. 172	IC, PS.
	P. 174	IR, AIDP, IL.
	P. 176	IR, PW, IC.
	P. 177	LL, IR, LL, PW.
	P. 179	MC, IC.
	P. 180	IR, IL, CPP1, CPP2.
	P. 182	IAV, AIDP, PW.
	P. 183	IR, CPP1, CPP2, PW.
	P. 185	IR, IL.

Unit 3	Pages	Learning Objectives
	P. 186	IL, IR, MC.
	P. 191	IR, PW, CPP1, CPP2.
	P. 193	IR, AIDP, MC.
	P. 194	IC, MC, AIDP.
	P. 196	IR, AIDP, IL.
	P. 198	IR, PW, IC.
	P. 199	MC, CC.
	P. 200	IR, PW, IC.
	P. 203	IR, AIDP, MC.
	P. 204	IC, MC, AIDP.
	P. 206	IR, AIDP, IL.
	P. 207	PW.
	P. 208	IR, PW, IC.
	P. 209	SGC, IR, LL, PW.
	P. 211	MC, IC.
	P. 212	IR, IL, CPP1, CPP2.
	P. 214	IAV, IL, PW.
	P. 215	CPP1, CPP2, PW.
	P. 217	IL, IR, MC.
	P. 227	IR, LC, CPP1, CPP2.
	P. 228	MC, LL, SGC, PW.
	P. 230	PW, LL.
	P. 233	Global Ready – ALL.

Unit	Guiding Questions	Objectives
4. El arte, un puente hacia la literatura Lección 1: Los artistas en las calles son una tradición Lección 2: La poesía, esa que vive en las canciones Lección 3: La creatividad llega sin avisar Lección 4: Pensar es gratis, ¿cuánto te ahorras?	¿Disfrutas de la lectura?, ¿qué tipo de literatura te gusta leer? ¿Qué tanto sabes del <i>videomapping</i>? ¿Crees que la literatura debería ser una clase obligatoria en tu escuela? ¿Crees que los raperos son poetas? ¿En qué lugares se puede encontrar el arte? ¿Crees que la creatividad tiene un precio?	Understand the main idea and key information of informational text related to creativity, literature, and the arts. Compare products, practices, and perspectives of celebrations and traditions of the Hispanic culture. Exchange information and express opinions about the role of the various forms of art, including street art. Present information to describe, inform, compare, and express opinions about contributions to Science and Technology from inventors from the Spanish-speaking world.

<i>Intercultural Target</i>	<i>Literacy Goals</i>	<i>AP® and IB® Correlation</i>
Interact - I can understand and compare the impact and evolution that technological innovation has on society. - In my own and other cultures, I can make comparisons related to street art and fine art. - I can recognize self-expression and creativity through various art forms. - I can recognize that human talent and creativity contribute to innovations in various Fields of study. Investigate - In my own and other cultures, I can compare how one's talent can be a source of income. - In my own and other cultures, I can compare practices related to life, cultural practices, and expressions of Equatorial Guinea. - In my own and other cultures, I can compare how art is universal. - In my own and other cultures, I can compare practices related to life, cultural practices, and expressions of Nicaragua.	Interpersonal Communication - I can collaborate with others in the target language when creating a commercial. - I can share and justify my opinion on common issues such as street art. - I can plan for an invention and explain it to my peers. Presentational Speaking - I can express my ideas on topics related to the way rap is viewed in society. - I can author a comparison related to creativity using an article and a comic strip. - I can express ideas by creating a commercial. Presentational Writing - I can make a written comparison between an article I read and a visual stimulus. - I can write a paragraph related to the interpretation of a quote. - I can write using the appropriate grammatical structure of the target language. - I can write an analysis of a surrealist art piece. Interpretive Listening - I can read and understand an introduction on science fiction literature. - I can summarize what was viewed from a video on the culture of a Spanish-speaking country. Interpretive Reading - I can understand an article related to Xochimilco and its artistic value. - I can understand the main idea and some details from an article related to the poetry found in songs. All the readings will be printed and recorded to help with differentiation, equity, and access.	AP®: Families and Communities - Social Networking - Customs and Values Contemporary Life - Entertainment - Education and Careers - Professions - Lifestyles Personal and Public Identities - Personal Beliefs - Personal Interests - Language and Identity - Self-Image Global Challenges - Social Conscience Beauty and Aesthetics - Literature - Defining Creativity - Visual and Performing Arts Science and Technology - Effects of technology on Self and Society - Innovations IB®: Identities - Beliefs and Values - Lifestyles - Language and Identity - Subcultures Experiences - Leisure Activities - Life Stories - Customs and Traditions Social Organizations - Social Relationships - Community - Social Engagement - The Working World Sharing the Planet - Urban and Rural Environment Human Ingenuity - Entertainment and Artistic expressions - Technology and Scientific innovation - Communication and Media

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

Unit 4	Pages	Learning Objectives
	P. 239	IR, AIDP, MC.
	P. 242	IC, PW.
	P. 243	PW.
	P. 245	IR, AIDP, MC.
	P. 246	IC, MC.
	P. 248	IR, IL, AIDP, MC.
	P. 250	IR, PW, IC.
	P. 251	MC, CPP1, CPP2.
	P. 252	IR, PW, IC.
	P. 255	IR, AIDP, MC.
	P. 256	IC, MC, AIDP.
	P. 258	IR, AIDP, IL.
	P. 260	IR, PW, IC.
	P. 261	LL, IR, LC, PW.
	P. 263	MC, IC.
	P. 264	IR, IL, CPP1, CPP2.
	P. 266	IAV, IL, PW.
	P. 267	CPP1, CPP2.
	P. 269	IR, IL.

Unit 4	Pages	Learning Objectives
	P. 270	IL, IR, MC.
	P. 274	IR, MC, PW.
	P. 276	IR, MC, AIDP.
	P. 277	IC, MC, AIDP.
	P. 279	IR, AIDP, IL.
	P. 281	IR, PW, IC.
	P. 282	MC, AIDP.
	P. 283	IR, PW, IC.
	P. 286	IR, AIDP, MC.
	P. 287	IC, MC, AIDP.
	P. 289	IR, AIDP, IL.
	P. 291	IR, PW, IC.
	P. 292	LL, IR, LC, PW.
	P. 294	MC, IC.
	P. 295	IR, IL, CPP1, CPP2.
	P. 297	IAV, IL, PW.
	P. 298	CPP1, CPP2, PW.
	P. 300	IL, IR, MC.
	P. 306	IR, IC, MC.
	P. 307	IC, PW.
	P. 308	PW, SGC, LL, MC.
	P. 310	IC, PW.
	P. 313	Global Ready – ALL.

Unit	Guiding Questions	Objectives
5. Interconexión, colaboración y resultados Lección 1: Un árbol sin hojas (la genealogía) Lección 2: La amistad y el amor, una necesidad única Lección 3: El emprendimiento y las conexiones Lección 4: Las finanzas, la llave del manejo del dinero	¿Te gusta colaborar con los demás o prefieres tener tus propios trabajos? ¿Cuáles serían los beneficios de trabajar en equipo? ¿Crees que los millonarios del mundo podrían llegar a tener tanto dinero sin la ayuda de los demás? ¿Te gustaría rastrear tu ADN? ¿Por qué son necesarias las relaciones interpersonales entre los seres humanos?	Understand the main idea and key information of informational texts related to financial management and economic growth. Compare products, practices, and perspectives of celebrations and traditions of the Hispanic culture. Exchange information and express opinions about interpersonal relationships and their importance. Present information to describe, inform, compare, and express opinions about genealogy, its importance, and validity.

Intercultural Target

Literacy Goals

AP[®] and IB[®] Correlation

Interact

- I can understand and compare life choices related to personal decisions in finance.
- In my own and other cultures, I can make comparisons related to the impact of interpersonal relationships.
- I can recognize behaviors that lead to positive interpersonal relationships.
- I can recognize and understand the effects that appropriate financial planning has on our present and future lifestyles.

Investigate

- In my own and other cultures, I can compare and understand the importance of networking for future goals.
- In my own and other cultures, I can compare practices related to life, cultural practices, and expressions of Spain.
- In my own and other cultures, I can compare how investing in Networking and financial planning contributes to a more successful lifestyle.
- In my own and other cultures, I can compare practices related to life, cultural practices, and expressions of Sahrawi Arab Democratic Republic.

Interpersonal Communication

- I can participate in a simulated conversation related to finances.
- I can share my ideas with my peers on the topic of interpersonal relationships.
- I can express my opinion to my peers on topics related to friendship.

Presentational Speaking

- I can defend my ideas on a debate regarding the pros and cons of being a fan.
- I can present an editorial I write to my classmates.
- I can express my opinions regarding the use of DNA to find my lineage.

Presentational Writing

- I can make a written and oral presentation of what I would do if I won the lottery.
- I can write an editorial on a topic of my choice.
- I can author an email to a friend providing the steps in which s/he should open their own business.

Interpretive Listening

- I can understand the main idea and some details from an article related to friendship.
- I can understand the main events narrated in an editorial.

Interpretive Reading

- I can understand the main idea and supporting details of an article related to entrepreneurship.
- I can understand the main idea and supporting details of a text related to financial management.

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

AP[®]:

Contemporary Life

- Education and Careers
- Lifestyles
- Social Customs and Values

Personal and Public Identities

- Language and Identity
- Alienation and Assimilation
- Personal Interests

Global Challenges

- Economic Trends
- Social Conscience

Beauty and Aesthetics

- Language and Literature

Science and Technology

- The effect of Technology on Self and Society
- Ethics

Family and Communities

- Customs and Values
- Education Community
- Social Networking

IB[®]:

Identities

- Lifestyles
- Language and identity
- Health and well-being

Experiences

- Leisure Activities
- Life Stories
- Customs and traditions

Social Organizations

- Community
- Social Engagement
- Education
- The Working World

Sharing the Planet

- Ethics
- Globalization

Human Ingenuity

- Entertainment
- Artistic expressions
- Communication and media

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Unit 5	Pages	Learning Objectives
	P. 319	IR, AIDP, MC.
	P. 322	IC, PW.
	P. 323	PW.
	P. 325	IR, AIDP, MC.
	P. 326	IC, PW.
	P. 328	IR, AIDP, IL.
	P. 330	IR, PW, IC.
	P. 331	MC, CC, PW.
	P. 332	MC, IR, IC.
	P. 335	IR, AIDP, MC.
	P. 336	IC, PW.
	P. 338	IR, AIDP, IL.
	P. 339	IC.
	P. 340	IR, PW, IC.
	P. 341	LL, IR, LC.
	P. 343	MC, IC.
	P. 344	IR, IL, CPP1, CPP2.
	P. 346	IAV, IL, PW.
	P. 347	CPP1, CPP2, PW, PS.

Unit 5	Pages	Learning Objectives
	P. 349	IR, IL.
	P. 350	IL, IR, MC.
	P. 352	IC, MC, AIDP.
	P. 353	PW, MC, SGC.
	P. 355	IR, AIDP, MC.
	P. 356	IC, MC.
	P. 358	IR, AIDP, IL.
	P. 360	IR, PW, IC, MC.
	P. 361	LL, IR, LC, PW.
	P. 362	IR, PW, IC.
	P. 365	IR, AIDP, MC.
	P. 366	IC, MC, AIDP.
	P. 368	IR, AIDP, IL.
	P. 369	IC, MC.
	P. 370	IR, PW.
	P. 371	LL, IR, LC, PW.
	P. 373	MC, IC.
	P. 374	IR, IL, CPP1. CPP2.
	P. 376	IAV, IL, PW.
	P. 377	IR, CPP1, CPP2.
	P. 379	IL, IR, MC.
	P. 381	IC, CPP1, MC.
	P. 382	IR, PW, IC.
	P. 383	MC, LL, SGC, PW.
	P. 385	PW, LL, SGC.
	P. 388	Global Ready – ALL.

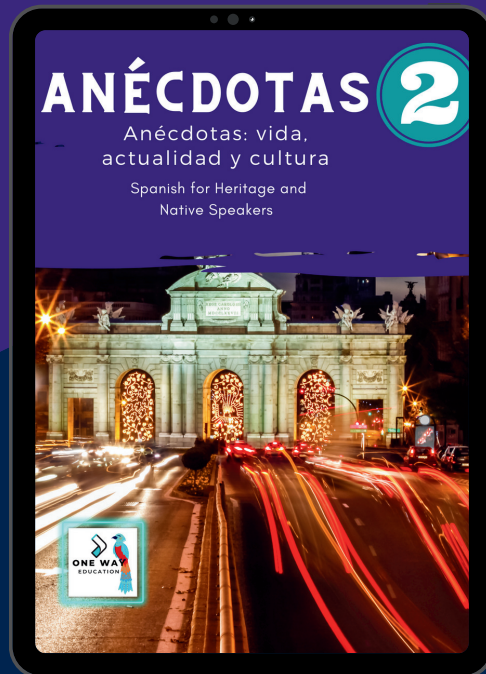
Unit	Guiding Questions	Objectives
6. Las múltiples facetas del ser humano Lección 1: Buscando mi identidad Lección 2: Mi perspectiva no es la tuya Lección 3: Descubriendo mis talentos Lección 4: Mi granito de arena	¿Cuántas “caras” muestras al día o crees que llevas la misma siempre? ¿Crees que a esta temprana edad ya conoces todo sobre ti o sientes que te falta mucho por recorrer? ¿Quién crees que se cambia más las “caras”, los adultos o los jóvenes? ¿Cómo crees que cambiaría tu faceta si el día de mañana te convirtieras en una persona famosa? ¿Quién se merece más mérito, el que llega a la cima por sí solo o con la ayuda de un cazatalentos?	Understand the main idea and key concepts of informational texts related to the consideration of multiple perspectives. Compare products, practices, and perspectives of celebrations and traditions of the Hispanic culture. Exchange information and express opinions about my contributions to my community and society. Present information to describe, inform, compare, and express opinions about different career paths.

<i>Intercultural Target</i>	<i>Literacy Goals</i>	<i>AP® and IB® Correlation</i>
Interact - I can understand and compare the importance of Networking and its impact on future goals. - In my own and other cultures, I can make comparisons related to the impact that cultural exchanges can have on society. - 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 and contributions have on community and society. 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 Cultures in contact. - In my own and other cultures, I can understand the value and importance of interpersonal relationships. - In my own and other cultures, I can compare practices related to life, cultural practices, and expressions of the coexistence of cultures within the United States.	Interpersonal Communication - I can express my opinion to my peers on topics related to consumerism and marketing. - I can express answers to questions related to my identity. - I can support my interpretation of a text with supporting details. Presentational Speaking - I can express my opinions regarding racial and cultural issues. - I can share my opinion and support it with details on a debate regarding consumer behavior. - I can make an oral reflection on the skills and values I learn. Presentational Writing - I can author a new ending to a story I read. - I can make a written comparison on technical and academic careers. Interpretive Listening - I can understand an introduction to a unit related to the different roles one plays in society. - 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 an article related to “mestizaje”. - I can understand the main idea and some details from an article related to my role as a global citizen and the positive change that my actions can have. All the readings will be printed and recorded to help with differentiation, equity, and access.	AP®: Contemporary Life - Education and Careers - Lifestyles - Social Customs and Values - Relationships Personal and Public Identities - Alienation and Assimilation - National and Ethnic Identities - Self-image - Personal interests Global Challenges - Economic Issues - Diversity Issues - Social Conscience Beauty and Aesthetics - Language and Literature - Defining Creativity Science and Technology - Effects of Technology on Self and Society IB®: Identities - Lifestyles - Language and Identity - Subcultures - Health and Well-being Experiences - Life Stories - Customs and traditions - Migration Social Organizations - Community - Social Engagement - Social relationships - The Working World Sharing the Planet - Globalization - Environment - Ethics Human Ingenuity - Communication and media - Artistic expressions - Technology

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

Unit 6	Pages	Learning Objectives
	P. 394	IR, AIDP, MC.
	P. 397	IC, PW.
	P. 398	PW.
	P. 400	IR, AIDP, MC.
	P. 401	IC, PW.
	P. 403	IR, AIDP, IL.
	P. 405	IR, PW, MC.
	P. 406	MC, AIDP, PW.
	P. 407	IR, PW, MC.
	P. 410	IR, AIDP, MC.
	P. 411	IC, MC, AIDP.
	P. 413	IR, AIDP, IL.
	P. 414	IC, CPP1, AIDP, PS.
	P. 415	IR, PW, IC.
	P. 416	LL, IR, LC.
	P. 418	MC, IC.
	P. 419	IR, IL, CPP1, CPP2.
	P. 421	IAV, IL, PW.
	P. 422	CPP1, CPP2, IC, PS.

Unit 6	Pages	Learning Objectives
	P. 424	IR, IL.
	P. 425	IL, IR, MC.
	P. 429	IR, PW, MC.
	P. 431	IR, AIDP, MC.
	P. 432	IC, PS.
	P. 434	IR, AIDP, IL.
	P. 436	IR, PW, IC.
	P. 437	AIDP, IL, PW.
	P. 438	IR, PW, MC.
	P. 441	IR, AIDP, MC.
	P. 442	IC, PS.
	P. 444	IR, AIDP, IL.
	P. 445	IC, PS.
	P. 446	IR, PW, IC.
	P. 447	LL, IR, LC.
	P. 449	MC, IC.
	P. 450	IR, IL, CPP1, CPP2.
	P. 452	IAV, IL, PW.
	P. 453	IR, CPP1, IC, MC.
	P. 455	IL, IR, MC.
	P. 458	IC, MC.
	P. 459	IR, PW, IC, AIDP.
	P. 460	MC, LL, SGC, PW.
	P. 462	PW, IR, LL.
	P. 465	Global Ready – ALL.



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