

ANÉCDOTAS

Inicial



Anécdotas: vida,
actualidad y cultura
Spanish for Heritage and Native Speakers



ONE WAY
EDUCATION

*Unit**Guiding Questions**Objectives***1. La unión
como base**

- ¡La familia es la base!
- Los tipos de familia en la actualidad
- Amado Nervo, Cantos escolares – Los sentidos
- Las metas familiares
- Las relaciones interpersonales
- Última carta de José Martí a su madre
- Cuba, una historia para contar, una historia para vivir
- Aprendamos sobre Keyla – “El sueño de los negocios”
- Mi vida es un videojuego – Parte I (Los sustantivos)
- La familia en contexto
- Los cognados falsos
- Las palabras clave

1. ¿Cuál es la meta de una sociedad en cuestión de unión y respeto?

2. ¿Por qué es la familia la base y el fundamento del mañana?

3. ¿Qué tiene que ver la felicidad con la unión en sus comunidades?

4. Una comunidad con fuertes principios familiares, ¿es una obligación o una necesidad?

5. ¿Qué tiene que ver la aceptación y el respeto con las familias propias y esas ajenas?

Understand the main idea and key information of informational text related to the importance of family, values and beliefs, the significance of mastering interpersonal communication skills.

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.

Present information to describe, inform, compare, give advice, and express opinions about family values and traditions, culture, and careers.

SCOPE AND SEQUENCE

UNIT 1

ANÉCDOTAS INICIAL

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

- 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.

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 Communication

- 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 a family member following specific requirements.

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 poem.
- 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.

<i>Unit—1</i>	<i>Page</i>	<i>Learning Objectives</i>
	2	IR, MC
	3	MC, IC, IR
	4	IC, PS, MC, PW
	5	IR, IL, MC
	7	IR, MC, PW
	9	IR, IC, MC
	10	IR, IC, AIDP, PW
	12	IC, IR, MC
	13	IL, MC, PW, IC
	15	IR, PS, MC, PW
	16	IR, CPP1, MC
	17	IR, PW, MC
	21	IR, CPP1, PS, CC
	22	IC, MC, IAV
	23	PW, PS, IAV, LL
	25	IR, PW
	26	IR, PW
	27	PW, MC, IC
	29	IL, MC, PW, IC
	30	IR
	31	MC, PW, GR
	34	IR, LC, MC
	35	IL
	36	IL, SGC, GR, PW, LL

*Unit**Guiding Questions**Objectives***2. La juventud,
mi juventud**

- Somos jóvenes
- Los consejos cuentan y nos ayudan
- Platicando y compartiendo
- El amor: un tema que importa en la juventud
- La autoestima
- Rubén Darío - Canción de otoño en primavera
- Nicaragua, una historia para contar, una historia para vivir
- Aprendamos sobre Mirley "Una vida de ganas y esfuerzo"
- Mi vida es un videojuego - Parte II (Los adjetivos calificativos)
- Mi vida, mi cultura, mis acciones
- Los cognados verdaderos
- Las palabras clave

1. En tu opinión, ¿es la adolescencia o la adultez la etapa más complicada del ser humano?

2. ¿Por qué es importante el saber tomar consejos de personas con más experiencia que la nuestra?

3. ¿Qué tiene que ver el amor con la paz en nuestras vidas?

4. En tu experiencia, ¿cuál crees que es el mejor consejo que un joven de tu edad puede recibir?

5. ¿Consideras que eres ya una persona madura o crees que te falta mucho por aprender?

Understand the main idea and key information of informational text related to being young and developing into a responsible young adult.

Compare products, practices, and perspectives of celebrations and traditions of the Hispanic culture.

Exchange information about the characteristics that make up self-esteem and how taking care of it can help you attain your goals.

Present information that defines your personal and cultural identity.

SCOPE AND SEQUENCE

UNIT 2

ANÉCDOTAS INICIAL

Intercultural Target

Literacy Goals

AP[®] and IB[®] Correlation

Interact

- I can understand and compare my youth and how it is perceived by other cultures.
- In my own and other cultures, I can make comparisons related to personal interests as a young adult.
- I can recognize behaviors that exist in other cultures to be able to interact with them.
- I can recognize differences in my personal values expressed in the different target language cultures.

Investigate

- I can investigate the difference between youth and maturity.
- I can research and analyze a professional career and give my point of view.
- I can recognize behaviors that exist in other cultures to be able to interact with them.
- In my own and other cultures I can identify products and practices to help me understand perspectives.

Interpersonal Communication

- I can interpret the results of a survey that I conducted to share with my peers.
- I can express my opinions to my peers.
- I can compare events and celebrations from my culture and from other cultures to share with my peers.

Presentational Communication

- 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 create a video that presents my cultural essence and details about my personality.

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 and analyze key words in text and create new sentences using them.
- I can answer basic questions for the thematic analysis of a poem.

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
 - Social Networking
- Contemporary Life
 - Education and Careers
 - Lifestyles
 - Relationships
 - Social Customs and Values
- Personal and Public Identities
 - Beliefs and Values
 - Multiculturalism
 - Gender and Sexuality
- Global Challenges
 - Population and Demographic
 - Social Welfare
 - Social Conscience
- Beauty and Aesthetics
 - Defining Creativity
 - Language and Literature

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
- Sharing the Planet
 - Ethics
- Human Ingenuity
 - Artistic Expressions
 - Communication and Media

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

<i>Unit — 2</i>	<i>Page</i>	<i>Learning Objectives</i>
	42	IR, PW, IC
	43	PW, IR, IC
	44	IR, MC, LL, PW
	45	IR, IC, PW, MC
	47	IR, MC, PW,
	49	IAV, PS, PW, CPP1
	50	IR, PW, AIDP, MC
	52	IR, MC
	53	IR, MC, PS
	55	IR, IC, CC, MC, PW
	56	IR, MC, AIDP
	58	IR, IC, AIDP, PW
	59	MC, PW
	61	IR, CPP1, CPP2, MC
	63	IR, IC, PW, CC
	64	IAV, IC, PW, MC, LL, GR
	65	CC, MC, IAV, PW
	67	PW, MC
	68	PW, MC
	69	PW, IC
	71	IC, PW, MC
	72	PS, MC
	73	PS, LL, GR
	77	IL, MC
	78	LC, MC, GR, LL, PW

*Unit**Guiding Questions**Objectives***3. Los valores y mis responsabilidades**

- Mis obligaciones con el mundo
- Los valores nos ayudan a ser mejores
- La contaminación del mundo
- Las normas, ¿han cambiado?
- Mi desempeño en el trabajo
- Antonio Machado
- Recuerdo infantil
- España, una historia para contar, una historia para vivir
- Aprendamos sobre Andrea -
"Una joven maestra"
- Mi vida es un videojuego
- Parte III (Los verbos)
- Las reglas y las normas del hogar
- "El espanglish"
- Las palabras clave

1. En tu opinión, ¿cuál es tu responsabilidad principal con tu comunidad?
2. ¿Por qué es importante el tener valores desde una edad temprana en tu vida?
3. ¿De quién es la culpa de que este mundo en ocasiones se sienta en retroceso y no en avance?
4. En tu experiencia, ¿cuál es la cualidad principal que debes tener para poder obtener el trabajo de tus sueños?
5. ¿Consideras que los valores y las reglas las aprendemos en casa o se aprenden en la escuela?

Understand the main idea and key information of informational text related to being a responsible and contributing member of a community.

Compare products, practices, and perspectives of celebrations and traditions of the Hispanic culture.

Exchange information and express opinions about the values and responsibilities of being a contributing member of society

Present information to describe, inform, compare, and express opinions about family responsibilities and my role in society.

SCOPE AND SEQUENCE

UNIT 3

ANÉCDOTAS INICIAL

Intercultural Target

Literacy Goals

AP[®] and IB[®] Correlation

Interact

- I can use technology to communicate with peers in the target culture using the topic of responsibility and values.
- I can follow the rules and etiquette when having a debate with my peers using the target language.
- I can recognize behaviors that exist in other cultures to be able to interact with them.
- I can understand the basic message of oral questions to interact with my peers.

Investigate

- I can research a problem in my community to offer a viable solution.
- 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.
- In my own and other cultures I can compare how attitudes toward values and morals in relationships affect behavior and language.

Interpersonal Communication

- I can collaborate with a partner to talk and share the chores we do at home.
- 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 Communication

- I can make an oral comparison between traditional education and the education of the future.
- I can follow orthographic rules to convey clear ideas when I speak and write.
- I can analyze my responsibilities at home and evaluate my contribution as a family member.

Interpretive Listening

- I can understand the point of view of two people in a conversation about home obligations.
- 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 "Spanglish" words in a sentence and correct them if necessary.
- 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
 - Global Citizenship
- Contemporary Life
 - Education and Careers
 - Relationships
 - Social Customs and Values
 - Travel and Leisure
- Personal and Public Identities
 - National and Ethnic Identities
 - Personal Beliefs
 - Personal Interests
- Global Challenges
 - Environmental Issues
 - Social Conscience
- Beauty and Aesthetics
 - Defining Creativity
 - Language and Literature
 - Visual and Performing Arts

IB[®]

- Identities
 - Beliefs and Values
 - Language and Identity
 - Health and well-being
- Experiences
 - Customs and Traditions
 - Leisure Activities
 - Travel
- Social Organizations
 - Social Relationships
 - Community
 - Social Engagement
 - Education
 - The Workplace
- Sharing the Planet
 - Ethics
 - Peace and Conflict
- Human Ingenuity
 - Scientific Innovation

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

<i>Unit—3</i>	<i>Page</i>	<i>Learning Objectives</i>
	86	MC, PS, IR
	87	PW, MC, IR
	88	MC, PW, CPP1
	89	IC, PW, PS
	91	MC, PW
	93	IC, PW, MC, PS, CPP1
	94	IC, MC, PS
	96	IR, MC
	97	IR
	99	IR, MC, PW
	100	IL, IR
	101	IR, MC, PW
	102	PW, MC
	104	CPP1, CPP2, IR, MC
	106	PW, IC
	107	MC, IAV, PW, SGC
	108	MC, PW, IAV, LL
	110	MC, LL, PW
	111	MC, LL, PW
	112	PS, PW
	114	IL
	115	MC, PW
	116	PW,LL
	120	IL, MC, LC
	121	PW, MC, LC

Unit	Guiding Questions	Objectives
4. Las redes nos enredan • El Internet en el mundo • Las redes están en todos lados • La nube que nos conecta • Las normas, ¿han cambiado? • Los reyes de la tecnología digital • Horacio Quiroga - A la deriva • Perú, una historia para contar, una historia para vivir • Aprendamos sobre Karla - “Estudiante de lenguajes” • Mi vida es un videojuego Parte IV (El tiempo presente) • Las redes evolucionan • Los artículos definidos • Las palabras clave	1. En tu opinión, ¿cuál es la razón principal por la que las redes sociales son tan famosas hoy en día? 2. ¿Por qué es de suma importancia que las personas sean responsables mientras usan el Internet en general? 3. ¿Qué tiene que ver el contexto de la palabra respeto con el uso de las herramientas creadas por la tecnología? 4. En tu experiencia, ¿cuál crees que es la lección principal que te ha dejado el uso de las redes sociales? 5. ¿Consideras que debe existir una edad seleccionada para cuando los jóvenes puedan registrar sus cuentas en las redes sociales?	Understand the main idea and key information of informational text related to the impact social media and technology advancements has in our daily life. Compare products, practices, and perspectives of celebrations and traditions of the Hispanic culture. Exchange information and express opinions about the impact technological innovations have on your daily life activities Present information to describe, inform, compare, give advice, and express opinions about the proper use of technology considering the pros and cons.

SCOPE AND SEQUENCE

UNIT 4

ANÉCDOTAS INICIAL

Intercultural Target

Literacy Goals

AP[®] and IB[®] Correlation

Interact

- I can demonstrate culturally appropriate behaviors as I discuss the importance of understanding the proper use of the Internet.
- In my own and other cultures, I can make comparisons related to the usage of social media.
- I can investigate how the Internet created a drastic life change in society.
- I can use technology to communicate with peers in the target culture.

Investigate

- I can understand and compare how my community uses the Internet in comparison with other communities.
- In my own and other cultures, I can make comparisons related to personal usage of technology.
- I can recognize behaviors that exist in other cultures to be able to interact with them.
- I can answer questions and create a survey to gather information in my class.

Interpersonal Communication

- I can identify words that describe the tone of the story and explain their effect with a partner.
- I can exchange my ideas with my colleagues and justify my point of view.
- I can participate in a conversation to support my usage of social media.

Presentational Communication

- I can make a written comparison of the main ideas on a text to the ideas presented on visual stimuli.
- I can write a summary that addresses the topic of technology.
- I can write an alternate ending to a story I read from the famous writer Horacio Quiroga.

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 differences in the use of definite articles in English and Spanish.
- I can understand, interpret, and analyze a story.

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
 - Relationships
 - Social Customs and Values
- Science and Technology
 - Access to Technology
 - Effects of Technology on Self and Society
- Innovations
- Science and Ethics
- Personal and Public Identities
 - Personal Beliefs
 - Personal Interests
- Global Challenges
 - Population and Demographics
 - Social Conscience
- Beauty and Aesthetics
 - Defining Creativity
 - Language and Literature

IB[®]

- Identities
 - Beliefs and Values
 - Language and Identity
 - Health and well-being
- Experiences
 - Customs and Traditions
 - Leisure Activities
 - Travel
- Social Organizations
 - Social Relationships
 - Community
 - Social Engagement
- Sharing the Planet
 - Ethics
 - Peace and Conflict
- Human Ingenuity
 - Technology
 - Communication and Media

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

Unit — 4	Page	Learning Objectives
	128	IC, IR
	129	MC, PS
	130	PW, MC
	131	PW, MC, AIDP
	132	IC, PS, MC
	134	PW, PS
	136	PW, IR
	137	PW, PS
	139	MC,IR
	140	IR, MC, PW
	142	IR, PW
	147	IR, PW, IC
	148	PW, MC, AIDP, PS
	150	IR, CPP1, CPP2, MC
	152	PW, CC, AIDP
	153	SGC, IAC, PW,LL,GR,MC,
	154	PW, LL, IAV, MC
	156	IR, PW
	157	IR, IL, PW
	158	IL, PW, MC
	160	PW, PS, MC, CC, LL
	161	PW,LL,GR
	165	IL, LC, LL
	166	LC, LL, MC, PW

*Unit**Guiding Questions**Objectives***5. La fantasía y la imaginación**

- La imaginación es donde nacen las ideas
- La creatividad, las ideas y el arte
- La fantasía de las películas
- Juguemos con la fantasía desde otro planeta
- La ciencia ficción
- Horacio Quiroga
– Juan Darién
- Argentina, una historia para contar, una historia para vivir
- Aprendamos sobre Keyla
– “El sueño de los negocios”
- Mi vida es un videojuego – Parte V (El tiempo pretérito)
- El surrealismo en imagen
- Los artículos indefinidos
- Las palabras clave

1. En tu opinión, ¿es la fantasía y la imaginación aspectos necesarios para que las personas se atrevan a ir por más en sus vidas?

2. ¿Por qué es importante el ser una persona creativa o una persona que se atreve a seguir sus ideales?

3. ¿Qué tienen que ver las películas de Hollywood con la creatividad y la imaginación?

4. En tu experiencia, ¿cuál crees que es la mejor película que haya utilizado la fantasía y la imaginación en sus escenas?

5. ¿Consideras que es importante el tener en cuenta que el soñar e imaginarnos nuestros logros antes de que pasen es crucial para el éxito?

Understand the main idea and key information of informational text related to exploring and creating with our imagination.

Compare products, practices, and perspectives of celebrations and traditions of the Hispanic culture.

Exchange information and express opinions about the role of imagination used in literary works and artistic expressions.

Present information to describe, inform, compare, express opinions, and question the difference between reality and fantasy.

*Intercultural Target**Literacy Goals**AP[®] and IB[®]
Correlation***Interact**

- I can understand and compare the differences of reality and fantasy with a peer.
- In my own and other cultures, I can make comparisons related to the use of imagination in literacy works.
- I can recognize behaviors that exist in other cultures to be able to interact with them.
- I can understand the main idea and details of an article on science fiction to be able to share my thoughts with my peers.

Investigate

- I can understand the meaning of science fiction, fantasy, and imagination.
- In my own and other cultures, I can make comparisons related to the use of science fiction in my community and other communities.
- I can recognize behaviors that exist in other cultures to be able to interact with them.
- I can recognize, interpret, and analyze a story with fantastic elements.

Interpersonal Communication

- I can exchange my ideas with my peers and create follow-up questions.
- I can exchange opinions related to fantasy and imagination usage in other countries and provide reasons. I can communicate my ideas with my peers.

Presentational Communication

- I can make a comparison about the use of fantasy and creativity in two specific films and a visual stimulus.
- I can write an opinion summary about the scope of science fiction in the society we live in.
- I can write a story that includes fantasy and imagination.

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 related to science fiction.
- 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 Values
 - Education Communities
- Contemporary Life
 - Education and Careers
 - Relationships
 - Social Customs and Values
- Science and Technology
 - Innovations
- Personal and Public Identities
 - Personal Beliefs
 - Personal Interests
- Global Challenges
 - Population and Demographics
 - Social Conscience
- Beauty and Aesthetics
 - Architecture
 - Defining Beauty
 - Defining Creativity
 - Language and Literature
 - Visual and Performing Arts

IB[®]

- Identities
 - Beliefs and Values
 - Language and Identity
 - Lifestyles
- Experiences
 - Customs and Traditions
 - Leisure Activities
 - Travel
- Social Organizations
 - Social Relationships
 - Community
 - Social Engagement
- Sharing the Planet
 - Ethics
 - Equality
- Human Ingenuity
 - Artistic Expressions
 - Technology
 - Communication and Media

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

Unit—5	Page	Learning Objectives
	173	IR, IC, MC
	174	IAV, IC, MC
	175	PW, IC
	176	PW, AIPP, IL, MC
	177	PW, IC, AIDP, MC
	179	PW, IC
	181	IR, MC, PW, IC, PS
	183	IR, MC
	184	IR, PW
	186	IR, PW, MC
	199	IR, PW
	200	IC, MC, PW
	202	IR, CPP1, CPP2, MC
	204	PW, MC, CC
	205	IAV, PW, IC, LL, GR, SGC
	206	LL, PW, IAV, MC
	208	IR, PW
	209	IL, IR, PW
	210	IC, PW
	212	IC, PW, AIDP
	213	IC, PS, LL, PW
	214	IC, PS, LL, PW
	215	PS, LL
	219	LC, LL, IR
	220	LC, PW, MC

*Unit**Guiding Questions**Objectives***6. Mi salud,
mi vida**

- Nuestra salud es la base de la vida
- La juventud y la salud deben ser amigos
- El pasado en contra del presente
- Los ingredientes nos dicen mucho
- La comida rápida
- Francisco de Quevedo – Poderoso caballero es don dinero
- Panamá, una historia para contar, una historia para vivir
- Aprendamos sobre Cristian – “El sueño de un actor”
- Mi vida es un videojuego – Parte VI (El tiempo futuro)
- La conciencia nos enreda
- El gerundio
- Las palabras clave

1. En tu opinión, ¿Es la salud la prioridad de tu comunidad?
¿Por qué opinas esto?

2. ¿Por qué es importante el saber lo que ingerimos y lo que tiene cada comida?

3. ¿Qué tiene que ver el hacer ejercicio diariamente con la salud y las enfermedades?

4. En tu experiencia, ¿cuál crees que es el mejor consejo que un joven puede recibir en cuestión de salud y su futuro médico?

5. ¿Consideras que eres ya una persona madura como para cuidar de tu dieta o crees que la educación que recibes en la escuela debería ayudarte a tomar mejores decisiones?

Understand the main idea and key details of an informational text related to healthy eating habits.

Compare products, practices, and perspectives of celebrations and traditions of the Hispanic culture.

Exchange information and express opinions about the increase of fast food chains and the health impact these have in our communities.

Present information to describe, inform, give advice, and make better health choices when selecting food items.

SCOPE AND SEQUENCE

UNIT 6

ANÉCDOTAS INICIAL

Intercultural Target

Literacy Goals

AP[®] and IB[®] Correlation

Interact

- I can understand and compare my diet and my food selections in other cultures.
- In my own and other cultures, I can make comparisons related to health and dieting.
- I can recognize behaviors that exist in other cultures to be able to interact with them.
- I can demonstrate culturally appropriate behaviors as I discuss familiar and unfamiliar food and drinks.

Investigate

- I can do research on how my health can be affected by fat and sugar.
- I can determine how much sugar is in the foods I eat.
- In my own and other cultures, I can identify differences in food selections and consider the possible cultural influences.
- In my own and other cultures, I can compare how and why the food options vary depending on cultural aspects.

Interpersonal Communication

- I can explain my interpretation of a healthy diet with my peers.
- I can express my opinions about food selection depending on culture to my peers.
- I can use specialized vocabulary to write a summary and share it with my peers.

Presentational Communication

- I can make a written comparison of the main ideas on a text to the ideas presented on visual stimuli.
- I can answer questions by offering my opinion through a recording.
- I can present and collaborate by creating a video that creates awareness of good eating habits.

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 use the gerund correctly when speaking English and Spanish.
- 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 Values
 - Education Communities
 - Global Citizenship
- Contemporary Life
 - Education and Careers
 - Relationships
 - Social Customs and Values
- Science and Technology
 - Health Care and Medicine
 - Science
- Personal and Public Identities
 - Personal Beliefs
 - Personal Interests
- Global Challenges
 - Social Welfare
 - Social Conscience
- Beauty and Aesthetics
 - Architecture
 - Defining Beauty
 - Defining Creativity

IB[®]

- Identities
 - Beliefs and Values
 - Language and Identity
 - Lifestyles
 - Health and well-being
- Experiences
 - Customs and Traditions
 - Leisure Activities
 - Holidays and Travel
- Social Organizations
 - Social Relationships
 - Community
 - Social Engagement
- Sharing the Planet
 - Ethics
 - Globalization
- Human Ingenuity
 - Artistic Expressions
 - Technology

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

<i>Unit — 6</i>	<i>Page</i>	<i>Learning Objectives</i>
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	237	LC, LL, PW
	239	IR, LL
	241	IR, PW
	243	IR, PW, MC
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	251	IR, CC, PW
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ANÉCDOTAS: VIDA, ACTUALIDAD Y CULTURA

Anécdotas offers an integrated and inquiry-based program where each unit offers authentic texts, real-world applications, innovative learning in context that promotes bilingualism, biliteracy and biculturalism.

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