

Created with Social Justice in Mind

EntreCulturas® provides social justice learning opportunities that align with the Anchor Standards and Domains created by Learning for Justice.

IDENTITY

1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
3. Students will recognize that people's multiple identities interact and create unique and complex individuals.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

DIVERSITY

6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
9. Students will respond to diversity by building empathy, respect, understanding and connection.
10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

JUSTICE

11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

ACTION

16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

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EntreCulturas® Connects to Social Justice

IDENTITY

- Students are introduced to unique young people from the Spanish-speaking world through video blogs.
- *Reflexión intercultural* segments and *Mi progreso intercultural* Can-Do statements frequently ask students to consider similarities and differences between video bloggers' individual and cultural identities and their own.

DIVERSITY

- Video blogs feature diverse young people from the Spanish-speaking world.
- Introduction to Spanish-speaking cultures through *Encuentro cultural* and *Comparaciones* in *EntreCulturas 1®* segments.
- Images representing diverse societies, including various races and ethnicities, gender identifications, individuals with disabilities, family configurations, etc.
- Characters used in grammar and strategy videos represent diverse backgrounds.
- *Enfoque cultural* segments frequently introduce unique cultural practices and products, inviting comparisons.
- *Reflexión intercultural* segments and *Mi progreso intercultural* Can-Do statements frequently ask students to consider similarities and differences between Spanish-speaking people/cultures and their own communities.
- Authors use a rubric to ensure diversity and inclusion in visual images and for designing inclusive activities while avoiding stereotypes.

JUSTICE

- Implicit in world language instruction are concepts of open-mindedness and the acceptance of differences. The standards under the Justice and Action domains should be natural consequences of long-term language study.

ACTION

- Implicit in world language instruction are concepts of open-mindedness and the acceptance of differences. The standards under the Justice and Action domains should be natural consequences of long-term language study.

IDENTITY

Unidad 1 ¿Quiénes somos? *Identidades*

- Essential Questions – Who am I? How does what I do define who I am? How am I similar to and different from young people in the Spanish-speaking world? How to language and music shape identity?
- Most activities in this unit revolve around defining and describing personal identity and the identities of others.

Unidad 2 *La vida en la escuela*

- *Enfoque cultural: Vocabulario regional* (p. 93) reinforces that different Spanish-speaking countries/regions use different words for the same item, affirming them all as valid and accurate.
- Various activities in the *Así se dice* 2 (p. 98) and 3 (p. 106) sections focus on identity via school preferences and activities, allowing students to compare themselves to a teen in Costa Rica.
- Students define their school's identity and values in *En mi comunidad* (pp. 132-133).

Unidad 3 *Mi familia es tu familia*

- Essential questions – Who makes up my family? What places and activities bring us together as a family? How is my family similar to and different from families in the Spanish-speaking world?
- Many activities in this unit revolve around identity as part of a family, friend, or community group.

Unidad 4 *La comida es cultura*

- Essential question – How do food products and food practices shape our cultural identity?
- *Video blog* in Explorer® and *Reflexión intercultural* (pp. 202-203) focus on national identity through traditional or typical dishes.
- Many activities in this unit demonstrate how traditional food and meal practices shape cultural identity.

Unidad 5 *La vida es un carnaval*

- Essential question – What leisure activities help to define my community and me?
- *Reflexión intercultural* (p. 255) discusses Spanish from the Caribbean region, reaffirming differing accents and pronunciations as valid.
- Many activities in this unit examine how identity is affirmed through the celebrations a culture or community values.

Unidad 6 *El mundo en el que vivo*

- Essential question – How do my surroundings shape my identity?
- *Enfoque cultural* (p. 313) discusses how geographical regions impact cultural and linguistic identity.

DIVERSITY

<p>Unidad preliminar ¡Hola!</p>	<ul style="list-style-type: none"> • <i>Enfoque cultural</i> (p. 12) introduces students to the ideas of formal/informal register and personal space to engage respectfully with others. • <i>Estrategias</i> (p. 17) provides students with tips on how to manage meeting someone with a name that is difficult to pronounce.
<p>Unidad 1 ¿Quiénes somos? Identidades</p>	<ul style="list-style-type: none"> • Essential question – How am I similar to and different from young people in the Spanish-speaking world? • <i>Video blog</i> (p. 40) highlights a teen who is bilingual in Spanish and Guarani.
<p>Unidad 2 La vida en la escuela</p>	<ul style="list-style-type: none"> • Essential question – How is student life at my school similar to and/or different from student life at a school in Costa Rica? • <i>Reflexión intercultural</i> (p. 128) allows students to make comparisons about their schooling experiences and typical Costa Rican schooling experiences within the historical frame of abolishing the military budget. • <i>Vive entre culturas</i> (pp. 134-135) provides the basic framework for setting up a sister school exchange program and determining what factors would be important in pairing.
<p>Unidad 3 Mi familia es tu familia</p>	<ul style="list-style-type: none"> • Essential question – How is my family similar to and different from families in the Spanish-speaking world? • <i>Enfoque cultural</i> (p. 147) addresses different types of family systems in Spain and allows students to make connections to diverse family structures they have seen in their own lives.

Unidad 4 *La comida es cultura*

- Essential question – How can exploring new foods lead me to new intercultural experiences?
- Food vocabulary in this unit focuses on authentic ingredients and dishes from Spanish-speaking cultures, as opposed to those typically seen in the U.S., and allows for ample discussion about appreciating diverse cuisine and diet.

Unidad 5 *La vida es un carnaval*

- Essential question – How do leisure activities create bridges between cultures?

JUSTICE

Unidad 1 ¿Quiénes somos? Identidades

- *Actividad 20* (pp. 60-61) includes the topic of trash and landfill waste and touches on social justice in terms of equity of access to resources, including education. Teachers may engage students in discussions about equitable access to education and related opportunities, environmental impacts of landfill waste, and solutions to these problems in various Spanish-speaking cultures. Other topics may include stereotypes or assumptions about those who use rely on the waste of others to survive. Teachers may assign some of these topics for written discussion in the Classroom Forum in Explorer®.

Unidad 2 La vida en la escuela

- *Explora: La importancia de la educación* – The topics of literacy, gross domestic product expenditures on education, and uniforms are related to social justice. Teachers can allow for discussions about injustice at the systemic level, the power and privilege that education spending can bring, and historically how Costa Rica’s move to eliminate the military budget positively impacted the literacy rate of the country. Teachers may assign some of these topics for written discussion in the Classroom Forum in Explorer®.

ACTION

Unidad 5 La vida es un carnaval

- *En mi comunidad* (p. 299) teacher note to consider organizing intergenerational conversations or games in community spaces. Even if such an event were to occur in English, it can help students to build skills and positive attitudes needed for other intercultural interactions in the target language.

Unidad 6 El mundo en el que vivo

- *Actividad 43* (p. 351) invites students to consider ways to better their communities, and then to share their suggestions with local officials.

IDENTITY

<p>Unidad 1 <i>De vuelta a clases</i></p>	<ul style="list-style-type: none"> • <i>Enfoque cultural</i> (p. 20) highlights how different countries use different words for the same idea, reaffirming identity via language variation. • Many activities in this unit allow students to explore and reaffirm their own identities via their interests in school and extracurricular settings.
<p>Unidad 2 <i>La cultura de una familia</i></p>	<ul style="list-style-type: none"> • <i>Pregunta esencial</i> – What do families and households look like? • Terms such as <i>mijo/mija</i> and <i>benjamín</i> are addressed, and various family structures are presented, allowing a deeper look into how families can shape identity.
<p>Unidad 3 <i>Un mundo hecho por comunidades</i></p>	<ul style="list-style-type: none"> • <i>Pregunta esencial</i> – How do people come together to celebrate their cultural identity and communities? • <i>Actividad 1</i> (pp. 120-121) examines the different ways that community can be defined, and how a person’s identity is reinforced through different communities. • <i>Enfoque cultural</i> (p. 121) introduces the idea of being “American” differs between someone from a Spanish-speaking country and someone from the U.S. • <i>Así se dice 6, La identidad de la comunidad</i>, has multiple activities that show how community celebrations drive cultural identity.
<p>Unidad 5 <i>Vida social</i></p>	<ul style="list-style-type: none"> • <i>Pregunta esencial</i> – How do my shopping choices reflect who I am?
<p>Unidad 6 <i>Un viaje al extranjero</i></p>	<ul style="list-style-type: none"> • <i>Pregunta esencial</i> – What can you learn about yourself and another culture by traveling?

DIVERSITY

<p>Unidad 1 <i>De vuelta a clases</i></p>	<ul style="list-style-type: none"> • <i>Actividad 5</i> (pp. 15-17) and <i>Actividad 14</i> (pp. 29-29) students watch a video in Explorer® about a bilingual Quichua school in Ecuador and make comparisons to their own school experiences.
<p>Unidad 2 <i>La cultura de una familia</i></p>	<ul style="list-style-type: none"> • <i>Preguntas esenciales</i> – What do families and households look like? How have families changed from one generation to another? What do you want in a home or family unit in the future? • Multiple teacher notes throughout the unit remind teachers that students can share only what they are comfortable with, answer using another family they know, or create a fictitious family. • Diverse families are represented throughout the unit, including single-parent, same-sex multi-racial, and multi-generational.
<p>Unidad 3 <i>Un mundo hecho por comunidades</i></p>	<ul style="list-style-type: none"> • <i>Actividad 1</i> (pp. 120-121) examines the different ways that community can be defined, and how people can be similar and different from one another within the same community.
<p>Unidad 4 <i>En la cocina de mi abuela</i></p>	<ul style="list-style-type: none"> • <i>Pregunta esencial</i> – How can traditional health practices inform our modern lifestyle? • Students are presented with multiple opportunities to examine diverse diet and mealtime practices. • Varying traditional and medicines and practices are presented alongside modern versions, and students are encouraged to identify what they would like to try or learn more about.
<p>Unidad 5 <i>Vida social</i></p>	<ul style="list-style-type: none"> • <i>Pregunta esencial</i> – How do friends, family, and culture influence how I spend my free time? • <i>Enfoque cultural</i> (p. 234) students examine greeting and leave taking practices in Spanish-speaking cultures, including non-verbal actions, and compare the norms and expectations to those of their own cultures.

Unidad 6 *Un viaje al extranjero*

- *Pregunta esenciales* – What do I need to know to travel to another culture? What can you learn about yourself and another culture by traveling? How do travel experiences shape our intercultural understanding and respect for the communities we visit?
- A main focus of this unit is learning about and appreciating other cultures when traveling. Students are presented with multiple opportunities to express how to be respectful of other cultures, practices, and perspectives they encounter.
- *Estrategias* on culturally sensitive travel (p. 340) and accompanying video in Explorer®.

JUSTICE

Unidad 3 *Un mundo hecho por comunidades*

- *Enfoque cultural* (p. 138) describes open-air markets in Spanish-speaking countries with large indigenous populations, and provides opportunities for the teacher and students to discuss small business vs. large corporations, and how indigenous peoples are treated in different cultures.
- *Enfoque cultural* (p. 164) describes *talleres de tejidos* in Nicaragua, allowing for class discussion about fair trade practices.

Unidad 4 *En la cocina de me abuela*

- *Enfoque cultural* (p. 216) lists some common tropical diseases and how lack of potable water contributes to their spread via mosquitos; teachers can encourage students to examine some of the less obvious harmful impacts of lack of access to clean drinking water.

Unidad 6 *Un viaje al extranjero*

- *Enfoque cultural* (p. 336) examines the history of *Las Madres de la Plaza de Mayo* and invites students to make comparisons to their own cultures.
- *Enfoque cultural* (p. 337) describes the history of *El Museo de la Memoria* and asks students to consider if there are similar locations in their country dedicated to historic events that should not be repeated.

ACTION

<p>Unidad 1 <i>De vuelta a clases</i></p>	<ul style="list-style-type: none"> • <i>Actividad 22</i> (pp. 48-49), students give an oral presentation about the characteristics of and how to build a classroom with a positive environment.
<p>Unidad 3 <i>Un mundo hecho por comunidades</i></p>	<ul style="list-style-type: none"> • <i>Enfoque cultural</i> (p. 163) explains the practice of <i>las mingas</i>, and suggests that students collaborate on a class newsletter with a spotlight on community service. • <i>Enfoque cultural</i> (p. 164) describes <i>talleres de tejidos</i> in Nicaragua, and directs students to learn about <i>el Proyecto Pulsera</i>, a fair-trade organization that works with schools in the U.S.
<p>Unidad 6 <i>Un viaje al extranjero</i></p>	<ul style="list-style-type: none"> • <i>Así se dice 6: El turismo comunitario</i> (p. 323) and accompanying activities describe community tourism and provide students an opportunity to consider how they will embrace this idea if they have the opportunity to travel in the future. • <i>Enfoque cultural</i> (p. 326) encourages students to think about ways they can learn from the communities they visit while traveling. • <i>Enfoque cultural</i> (p. 338) encourages students to “shop local” in their own communities and while traveling and to think about the artisans who made the goods. • <i>Estrategias</i> on culturally sensitive travel (p. 340) and accompanying video in Explorer® provide strategies for students when traveling.

IDENTITY

Unidad 1 *Los jóvenes de hoy*

- *Preguntas esenciales* – ¿Cómo soy un reflejo de mis pasatiempos, mi personalidad y mis experiencias en el pasado? ¿En qué me parezco a un adolescente de España?
- *Así se dice 2: ¿Cómo somos?* (p. 13) provides students with additional vocabulary and practice throughout the unit to describe themselves and their identities.
- Students read the poem *Caminante, no hay camino* and make connections to their identities, past, present, and future.

Unidad 2 *#CiudadaníaDigital*

- *Pregunta esencial* – ¿Qué significa la ciudadanía digital y qué papel juega en mi vida?
- Multiple activities in this unit allow students to look at themselves and their actions as digital citizens of the world and determine what digital citizenship means.

Unidad 4 *Una comunidad sostenible*

- *En camino A* (p. 193) is titled *La eco-identidad*; after learning about multiple ways Spanish-speaking communities reduce their dependence on resources, students examine their personal identities as someone who is “eco” or not.

Unidad 5 *El mundo laboral*

- *Pregunta esencial* – ¿Cómo voy a elegir mi futuro profesional?
- Students consider the idea of their future identities as they explore possibilities for their professions in several activities in this unit.

DIVERSITY

Unidad 1 *Los jóvenes de hoy*

- *Pregunta esencial* – ¿En qué me parezco a un adolescente de España?
- *Enfoque cultural* (p. 16) highlights Spain as a plurilingual country and allows students to compare to their country and discuss advantages and disadvantages.
- In *Vive entre culturas* (pp. 52-53), students prepare themselves for the selection process of *la Ruta BBVA*, a cultural exchange program.

Unidad 2 *#CiudadaníaDigital*

- Students examine various authentic resources to determine how other teens in Chile use technology and social media and compare the advantages and disadvantages to their own use.

Unidad 3 *Una vida sana y equilibrada*

- Many activities in this unit allow students to learn about mealtime etiquette in Spanish-speaking countries and compare to respectfully engage in public and private settings.
- *Enfoque cultural* (p. 128) describes the practice of eating *las hormigas culonas* in Colombia and allows students to examine a food or dish from their families or communities that could be considered peculiar by others.

Unidad 4 *Una comunidad sostenible*

- *Pregunta esencial* – ¿Qué valores del mundo hispanohablante favorecen la creación de comunidades sostenibles?
- Throughout the unit, students are presented with multiple resources highlighting different ways Spanish-speaking communities conserve resources. They are given opportunities to consider their own use of resources, and then compare and contrast with target cultures.

Unidad 5 *El mundo laboral*

- *Enfoque cultural* (p. 241) closely examines when teenagers and young adults typically begin working in Spanish-speaking countries, as compared to in the U.S. Students are asked to consider the advantages and disadvantages of each culture’s practice.

JUSTICE

Unidad 1 *Los jóvenes de hoy*

- *Actividad 11, Paso 2* (p. 33) challenges students to discuss the immigration topics of integration and solidarity, allowing for opportunities to discuss systemic barriers and bias.

Unidad 2 *#CiudadaníaDigital*

- *Actividad 5* (pp. 78-79) asks students to consider how to determine if information found on the internet is reliable; this skill can be used as the base of a larger discussion about how disinformation can perpetuate stereotypes and prejudices.
- *Actividad 9* (pp. 94-98) is based on UNICEF and UN campaigns and guides students to examine the unfairness of social exclusion and the power and privilege that celebrities can enact to bring change.

Unidad 4 *Una comunidad sostenible*

- *Vive entre culturas* (pp. 216-217) asks students to select from among four projects to adapt and implement into their own communities; two of the options focus on community gardens for children in a group home setting and preventing food waste. These topics focus on social justice in terms of equity of access to nutritious food and produce, which tends to affect socially and economically disadvantaged people the most.

Unidad 6 *Un mundo solidario*

- *Preguntas esenciales* – ¿Por qué debo conocer mis derechos y obligaciones en mi entorno diario? ¿Cuál es mi responsabilidad para ayudar a prevenir la discriminación de grupos desfavorecidos en mi país y en el extranjero? ¿Qué programas humanitarios podemos implementar para promover un mundo solidario?
- The main focus of this unit is social justice and how students can learn to promote equality, rights, responsibilities, and obligations while working to reduce bias, unfairness, and injustice. The themes of family, friends, school, community, solidarity, human rights, homelessness, and immigration are addressed, among others.

ACTION

<p>Unidad 1 <i>Los jóvenes de hoy</i></p>	<ul style="list-style-type: none"> • <i>Pregunta esencial</i> – ¿Cómo puedo crear un mundo mejor usando principios éticos? • <i>Estrategias para la comunicación intercultural</i> (p. 33) and accompanying video in Explorer® provide students with several useful strategies to employ as they build their intercultural competence.
<p>Unidad 2 <i>#CiudadaníaDigital</i></p>	<ul style="list-style-type: none"> • <i>Pregunta esencial</i> – ¿Cómo puedo promover el uso de las redes sociales e internet para mejorar mi comunidad? • In <i>En camino A, Paso 3</i> (p. 87), students identify what they can improve upon as digital citizens, which could include speaking up when they see disinformation and taking a stand against bias.
<p>Unidad 3 <i>Una vida sana y equilibrada</i></p>	<ul style="list-style-type: none"> • <i>Preguntas esenciales</i> – ¿Cómo puedo incorporar algunos hábitos saludables del mundo hispanohablante en mi comunidad? ¿Cómo puedo contribuir al bienestar de la comunidad local y global?
<p>Unidad 4 <i>Una comunidad sostenible</i></p>	<ul style="list-style-type: none"> • <i>Pregunta esencial</i> – ¿Qué debemos hacer para crear una comunidad sostenible?
<p>Unidad 6 <i>Un mundo solidario</i></p>	<ul style="list-style-type: none"> • <i>Meta de la unidad</i> – Ilustrar cómo se podrían promover valores humanitarios y de ese modo mejorar la comunidad global. • The main focus of this unit is social justice and how students can learn to promote equality, rights, responsibilities, and obligations while working to reduce bias, unfairness, and injustice. The themes of family, friends, school, community, solidarity, human rights, homelessness, and immigration are addressed, among others.

IDENTITY

<p>Unidad 1 <i>La vida actual</i></p>	<ul style="list-style-type: none"> • Multiple activities allow students to examine their own identities through the lens of what they look for in a friend. • Students read and analyze the poem <i>A Julia de Burgos</i> and then create a dialog between their interior and exterior selves (pp. 18-19).
<p>Unidad 2 <i>La creatividad</i></p>	<ul style="list-style-type: none"> • <i>Pregunta esencial</i> – ¿Cómo refleja el diseño una identidad cultural? • <i>Actividad 1</i> (pp. 64-67), students study different forms of artistic expression to examine their identities.
<p>Unidad 3 <i>Las identidades</i></p>	<ul style="list-style-type: none"> • <i>Preguntas esenciales</i> – ¿Qué elementos conforman nuestra identidad? ¿Cómo contribuyen la lengua y las tradiciones a formar una identidad cultural? • All activities in this unit deal with examining diverse identities through the lens of historical figures or cultural identity and via multiple sources with different perspectives.
<p>Unidad 4 <i>La comunidad</i></p>	<ul style="list-style-type: none"> • <i>Pregunta esencial</i> – ¿Cómo son los ciudadanos globales? • <i>Actividad 1</i> (pp. 176-178), students discuss the implications of being a citizen at the local and global levels, and how that might affect one’s identity.

DIVERSITY

<p>Unidad 1 <i>La vida actual</i></p>	<ul style="list-style-type: none"> • <i>Preguntas esenciales</i> – ¿Cuál es la diferencia entre ser viajero o turista? Como turista, ¿cómo se puede experimentar la vida cotidiana de otro país? • In <i>Reflexión intercultural</i> (p. 24), students compare their experiences communicating via instant messenger with examples of some Spanish-speaking families. • In <i>Reflexión intercultural</i> (p. 39), students explain how they show respect towards other cultures when consuming food and drink from those cultures.
<p>Unidad 2 <i>La creatividad</i></p>	<ul style="list-style-type: none"> • <i>Pregunta esencial</i> – ¿Cómo impacta la globalización nuestra vestimenta? • The movie trailer for <i>La Playa D.C.</i>, available in Explorer®, highlights the many artistic forms and ways in which cultural identity can manifest itself, including hairstyles and music. • Images from four indigenous groups, accompanied by informative text (p. 89), explain the history behind the different patterns and designs woven into the clothing. Students discuss these examples, identifying how climate and geography.
<p>Unidad 3 <i>Las identidades</i></p>	<ul style="list-style-type: none"> • All activities in this unit deal with examining diverse identities through the lens of historical figures or cultural identity and via multiple sources with different perspectives.
<p>Unidad 4 <i>Las comunidades</i></p>	<ul style="list-style-type: none"> • <i>Pregunta esencial</i> – ¿Cómo son los ciudadanos globales?
<p>Unidad 5 <i>Los desafíos globales</i></p>	<ul style="list-style-type: none"> • In <i>Pregunta esencial 3</i> (pp. 248-272), data is given to help students understand why people choose to migrate, and some of the experiences that immigrants and refugees go through on their journeys.

Unidad 6 *El bienestar*

- *Pregunta esencial* – ¿Cómo coexisten las prácticas de la medicina tradicional y la moderna?
- In *Pregunta esencial 1* (pp. 280-290), students compare and contrast the use of traditional medicine and healing practices still in use by many indigenous groups in Spanish-speaking countries with modern medicine and healing practices. They also consider the area in which the two overlap, and if there is tension or cooperation between the two camps, thinking about how the two can complement one another.

JUSTICE

<p>Unidad 2 <i>La creatividad</i></p>	<ul style="list-style-type: none"> • <i>Actividad 2</i> (pp. 68-71), students learn about the history of armed conflict in Colombia and how street art has assisted in spreading the message of peace since the agreement was signed in 2017. Social justice discussion themes can include who is responsible for promoting peace after an armed conflict is over and how the arts can play a role in identifying injustice.
<p>Unidad 3 <i>Las identidades</i></p>	<ul style="list-style-type: none"> • In <i>Reflexión intercultural</i> (p. 130), students explain why the three figures studied were influential in their cultures, citing evidence provided that they broke barriers created by stereotypes and/or sought to implement reforms and end injustices. • <i>Actividad 6</i>, (pp. 139-140), students learn about Rigoberta Menchu and her fight for human rights for indigenous peoples in Guatemala. Teachers can guide students in class discussions about other marginalized groups suffering human rights violations throughout the world.
<p>Unidad 4 <i>Las comunidades</i></p>	<ul style="list-style-type: none"> • <i>Preguntas esenciales</i> – ¿Cómo podemos aportar al bienestar de las comunidades? ¿Cuáles son las barreras a la educación? • All activities in this unit address injustice, unfairness, or social harm that can be rectified with local and global action. • <i>Pregunta esencial 3</i> (pp. 195-209) is centered on unequal access to education and graduation rates in Spanish-speaking countries based on factors such as socioeconomic status, migrant family status, disability, and urbanization.
<p>Unidad 5 <i>Los desafíos globales</i></p>	<ul style="list-style-type: none"> • <i>Pregunta esencial</i> – ¿Qué dificultades enfrentan los migrantes y refugiados? • <i>Conexión A</i> (pp. 226-246) focuses on environmental awareness and climate change, which disproportionately hurts low-socioeconomic status groups. Students specifically examine how migration patterns are influenced by climate change and how some indigenous groups are working to protect natural resources.

Unidad 6 *El bienestar*

- Throughout *Pregunta esencial 2* (pp. 291-300), students investigate barriers that different communities face when trying to access medicine and medical care. These barriers typically affect geographically and culturally isolated groups at a higher frequency than groups with more privilege and power.

ACTION

<p>Unit 3 <i>Las identidades</i></p>	<ul style="list-style-type: none"> • <i>Pregunta esencial</i> – ¿Cómo puede un individuo transformar la historia? • In <i>Reflexión intercultural</i> (p. 140), students are asked what they can do to better the world, considering the humanitarian contributions made by various historical figures studied throughout the unit.
<p>Unidad 4 <i>Las comunidades</i></p>	<ul style="list-style-type: none"> • <i>Pregunta esencial</i> – ¿Cómo puede colaborar una comunidad en el proceso educativo? • Students are encouraged repeatedly throughout the unit to consider how they can assist non-governmental organizations at the local, regional, national, and global level. • <i>Encuentro cultural</i> (p. 181), students compare a local or regional organization that provides humanitarian aid similar to World Central Kitchen and explain what they would do to help those in need. Teachers can coordinate with organizations to allow students to support a specific cause important to them. • <i>Actividad 7</i> (pp. 196-199) students create a presentation in which they create a plan of action to ensure that all students worldwide have access to education.
<p>Unidad 5 <i>Los desafíos globales</i></p>	<ul style="list-style-type: none"> • <i>Preguntas esenciales</i> – ¿Cómo podemos trabajar juntos para combatir el cambio climático? ¿Cómo podemos apoyar a los migrantes y refugiados? • In <i>Pregunta esencial 3</i> (pp. 248-272), students consider several ways in which those with privilege and power can support, welcome, and accept immigrants and refugees into their communities.
<p>Unidad 6 <i>El bienestar</i></p>	<ul style="list-style-type: none"> • <i>Pregunta esencial</i> – ¿Cómo podemos mejorar el acceso a los servicios de salud?