--*Capítulo 1: Las amistades*--  
I can describe the perfect boyfriend or girlfriend. (Interpretive Reading)  
I can understand a description of a person. (Interpretive Reading)  
I can understand a text about friendship. (Interpretive Reading)  
I can understand a short film. (Interpretive Listening)  
I can understand a story about going on vacation. (Interpretive Listening)  
I can understand a story about what someone used to do for fun. (Interpretive Listening)  
I can understand a student describing their typical school day. (Interpretive Listening)  
I can understand an interview about the first day of school. (Interpretive Listening)  
I can understand students talking about themselves. (Interpretive Listening)  
I can talk about a famous person from history. (Presentational Speaking)  
I can describe what people are doing right now. (Presentational Writing)  
I can introduce myself to a group of people and describe myself, my friends, and my family, and what we're like. (Presentational Writing)  
I can answer questions about myself, my family, and my friends to another Spanish speaker. (Interpersonal Speaking)  
I can ask and answer questions about the appearances of my family members. (Interpersonal Speaking)  
I can describe and identify items in a classroom. (Interpersonal Speaking)  
I can have a simple conversation about myself and my friends. (Interpersonal Speaking)  
I can compare Independence Day celebrations in Mexico and in the United States. (Intercultural Competencies)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Mexico to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Spain to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)

--*Capítulo 2: Formas de gobierno*--  
I can understand basic government information from an infographic. (Interpretive Reading)  
I can understand basic government information from an infographic. (Interpretive Reading)  
I can understand basic information and the main idea of an informational video about the Mexican government. (Interpretive Reading)  
I can understand a story about coming to the United States from Mexico. (Interpretive Listening)  
I can understand a story about coming to the United States from Mexico. (Interpretive Listening)  
I can understand a story about coming to the United States from Mexico. (Interpretive Listening)  
I can understand a story about coming to the United States from Mexico. (Interpretive Listening)  
I can understand a story about crossing the border in Mexico. (Interpretive Listening)  
I can understand a story about someone's childhood. (Interpretive Listening)  
I can understand basic information and the main idea of a news report about Latin America. (Interpretive Listening)  
I can give a presentation about a historical figure. (Presentational Speaking)  
I can write about what I did last week. (Presentational Writing)  
I can write an appropriate reaction to a series of events. (Presentational Writing)  
I can write headlines for a world newspaper. (Presentational Writing)  
I can ask and answer questions about activities in the past. (Interpersonal Speaking)  
I can ask and answer questions about activities in the past. (Interpersonal Speaking)  
I can have a simple conversation about what happened in the news. (Interpersonal Speaking)  
I can talk about what I did last weekend. (Interpersonal Speaking)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Mexico to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Spain to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)  
I can write about similarities between the Mexican and United States governments. (Intercultural Competencies)

--*Capítulo 3: Manejando*--  
I can explain why I was late to a meeting. (Interpretive Reading)  
I can understand basic information about the cars of the future. (Interpretive Reading)  
I can understand basic information about the rules of driving. (Interpretive Reading)  
I can understand a public service announcement about texting and driving. (Interpretive Listening)  
I can understand a story about a car accident. (Interpretive Listening)  
I can understand a story about a dangerous experience. (Interpretive Listening)  
I can understand a story about a fishing trip. (Interpretive Listening)  
I can understand a story about entering the United States. (Interpretive Listening)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Mexico to help me explain and understand the perspectives of the target culture. (Interpretive Listening)  
I can explain why I was late to school. (Presentational Speaking)  
I can set the scene of a story. (Presentational Writing)  
I can write a paragraph describing my childhood activities (Presentational Writing)  
I can participate in a conversation about a car accident. (Interpersonal Writing)  
I can give some information about activities I did. (Interpersonal Speaking)  
I can participate in a conversation about a car accident. (Interpersonal Speaking)  
I can request services, such as repairs for a car. (Interpersonal Speaking)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Mexico to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Spain to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)

--*Capítulo 4: Las noticias*--  
I can understand basic information from weather forecasts. (Interpretive Reading)  
I can understand basic information from weather forecasts. (Interpretive Reading)  
I can understand a short news clip. (Interpretive Listening)  
I can understand a short news clip. (Interpretive Listening)  
I can understand a short video clip about the weather. (Interpretive Listening)  
I can understand a short video clip. (Interpretive Listening)  
I can understand a story about a celebration in Mexico. (Interpretive Listening)  
I can understand a story about going away for the weekend. (Interpretive Listening)  
I can understand a story from someone's childhood. (Interpretive Listening)  
I can understand a story from someone's childhood. (Interpretive Listening)  
I can give a short presentation on a current event. (Presentational Speaking)  
I can retell a story about a robbery. (Presentational Speaking)  
I can talk about a weather event that occurred. (Presentational Speaking)  
I can express my opinion and beliefs in a blog post. (Presentational Writing)  
I can write a children's story. (Presentational Writing)  
I can write a simple poem. (Presentational Writing)  
I can write a weather forecast. (Presentational Writing)  
I can interview someone for a publication. (Interpersonal Speaking)  
I can participate in a conversation with a news reporter. (Interpersonal Speaking)  
I can tell an incredible story and react appropriately when I hear one. (Interpersonal Speaking)  
I can tell an incredible story and react appropriately when I hear one. (Interpersonal Speaking)  
I can compare and contrast my family traditions with someone from Mexico's family traditions. (Intercultural Competencies)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Mexico to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Spain to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)

--*Capítulo 5: Las carreras*--  
I can understand a video about professions. (Interpretive Reading)  
I can understand basic information on an advertisement. (Interpretive Reading)  
I can understand basic information on an infographic about music and work. (Interpretive Reading)  
I can understand basic information on an infographic about work. (Interpretive Reading)  
I can understand some information on a business advertisement. (Interpretive Reading)  
I can understand a commercial about professions. (Interpretive Listening)  
I can understand a story about an accident. (Interpretive Listening)  
I can understand a story about something that happened at work. (Interpretive Listening)  
I can understand a story about something that happened at work. (Interpretive Listening)  
I can understand a story about something that happened on Christmas. (Interpretive Listening)  
I can present my qualifications and goals for a job. (Presentational Speaking)  
I can describe job qualifications. (Presentational Writing)  
I can give advice about careers. (Presentational Writing)  
I can tell students what they should and shouldn't do. (Presentational Writing)  
I can write a blog about my classmates' career aspirations. (Presentational Writing)  
I can write a letter to my teacher about class. (Presentational Writing)  
I can write about careers. (Presentational Writing)  
I can give advice about school. (Interpersonal Speaking)  
I can give and follow commands. (Interpersonal Speaking)  
I can talk about my career plans and interests. (Interpersonal Speaking)  
I can talk about my hopes and plans for a job and career. (Interpersonal Speaking)  
I can talk about my job and career plans. (Interpersonal Speaking)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Mexico to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Spain to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)

--*Capítulo 6: La medicina*--  
I can understand basic information from an infographic about health. (Interpretive Reading)  
I can understand basic information from an infographic about health. (Interpretive Reading)  
I can understand basic information from an infographic about health. (Interpretive Reading)  
I can understand basic information from an infographic about smoking. (Interpretive Reading)  
I can understand basic information from an infographic about staying healthy. (Interpretive Reading)  
I can understand a public service announcement about healthy lifestyles. (Interpretive Listening)  
I can understand a story about an accident. (Interpretive Listening)  
I can understand a story about what happened at a birthday party. (Interpretive Listening)  
I can understand a woman's story about how she met her husband. (Interpretive Listening)  
I can present a scene from a doctor's visit. (Presentational Speaking)  
I can answer questions about how I feel. (Presentational Writing)  
I can give simple medical advice for different ailments. (Presentational Writing)  
I can write a dialogue about a visit to the doctor. (Presentational Writing)  
I can write an email explaining why I did not go to class. (Presentational Writing)  
I can write an email explaining why I did not go to class. (Presentational Writing)  
I can write how I feel in a variety of circumstances. (Presentational Writing)  
I can complain about my aches and pains and give recommendations on how to feel better. (Interpersonal Speaking)  
I can have a simple phone conversation with a receptionist. (Interpersonal Speaking)  
I can have a simple phone conversation with a receptionist. (Interpersonal Speaking)  
I can role-play a visit to the doctor. (Interpersonal Speaking)  
I can schedule an appointment with a busy doctor. (Interpersonal Speaking)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Mexico to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Spain to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)

--*Capítulo 7: La familia y los días festivos*--  
I can complain about my parents and give advice to others. (Interpretive Reading)  
I can understand information about fathers. (Interpretive Reading)  
I can understand information about mothers. (Interpretive Reading)  
I can understand the information in a celebration announcement. (Interpretive Reading)  
I can understand the information in a celebration announcement. (Interpretive Reading)  
I can understand a public service announcement. (Interpretive Listening)  
I can understand a story about a girl meeting a family member online. (Interpretive Listening)  
I can understand a story about a special celebration in Spain. (Interpretive Listening)  
I can understand a story about a woman's sister. (Interpretive Listening)  
I can understand a video about a special celebration in Spain. (Interpretive Listening)  
I can describe a wedding in Spain. (Presentational Speaking)  
I can present the routine of a student. (Presentational Speaking)  
I can answer questions about my favorite holiday. (Presentational Writing)  
I can give advice to naughty children. (Presentational Writing)  
I can write about a Spanish-speaking holiday. (Presentational Writing)  
I can write an invitation to a party I am planning. (Presentational Writing)  
I can write the rules for a party. (Presentational Writing)  
I can participate in a conversation about a family event. (Interpersonal Writing)  
I can ask and answer questions about my preferred means of travel. (Interpersonal Speaking)  
I can ask others how they arrived at school. (Interpersonal Speaking)  
I can give orders and complain when someone tells me what to do. (Interpersonal Speaking)  
I can have a conversation about good places to study. (Interpersonal Speaking)  
I can participate in a conversation about a family event. (Interpersonal Speaking)  
I can compare a Spanish celebration with a celebration where I live. (Intercultural Competencies)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Mexico to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Spain to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)

--*Capítulo 8: En la cocina*--  
I can understand basic information in a recipe. (Interpretive Reading)  
I can understand basic nutritional information on an infographic. (Interpretive Reading)  
I can understand basic nutritional information on an infographic. (Interpretive Reading)  
I can understand a few details about a food event. (Interpretive Listening)  
I can understand a few details in a public service health announcement about a nutritional recommendation. (Interpretive Listening)  
I can understand a funny story about a language mishap. (Interpretive Listening)  
I can understand a short clip about cooking. (Interpretive Listening)  
I can understand a short clip about cooking. (Interpretive Listening)  
I can understand a story about a woman getting sick. (Interpretive Listening)  
I can understand a teacher telling a story about what happened to her in class. (Interpretive Listening)  
I can give clear, multistep directions for preparing a recipe. (Presentational Speaking)  
I can write a recipe for my favorite breakfast, lunch, and dinner. (Presentational Writing)  
I can write a short story explaining an accident. (Presentational Writing)  
I can write about how to prepare something simple to eat. (Presentational Writing)  
I can write about how to prepare something simple to eat. (Presentational Writing)  
I can write an email about the worst day of my life. (Presentational Writing)  
I can give reasons for my food preferences. (Interpersonal Speaking)  
I can give reasons for my food preferences. (Interpersonal Speaking)  
I can make a reservation at a restaurant. (Interpersonal Speaking)  
I can participate in a simple conversation about preparing meals. (Interpersonal Speaking)  
I can talk about the last time I ate at a restaurant. (Interpersonal Speaking)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Mexico to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Spain to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)

--*Capítulo 9: Los pasatiempos y los deportes*--  
I can understand a gym schedule. (Interpretive Reading)  
I can understand basic information about exercise. (Interpretive Reading)  
I can understand basic information from an infographic. (Interpretive Reading)  
I can understand basic information from an infographic. (Interpretive Reading)  
I can understand basic information from an infographic. (Interpretive Reading)  
I can understand a legend. (Interpretive Listening)  
I can understand a public service announcement about social media use. (Interpretive Listening)  
I can understand a story about someone opening their own business. (Interpretive Listening)  
I can understand a story about what happened to a cook at work. (Interpretive Listening)  
I can understand a story about what happened to a guest at a hotel. (Interpretive Listening)  
I can give a presentation about a famous athlete. (Presentational Writing)  
I can write about activities I'd like to do while in Mexico. (Presentational Writing)  
I can write about activities I'd like to do while in Mexico. (Presentational Writing)  
I can ask and answer questions about sports or activities I have played. (Interpersonal Speaking)  
I can ask for and provide information about a hobby or lifestyle, such as bicycling, video games, or sports. (Interpersonal Speaking)  
I can talk with someone about my hobbies and interests. (Interpersonal Speaking)  
I can talk with someone about my hobbies and interests. (Interpersonal Speaking)  
I can talk with someone about my hobbies. (Interpersonal Speaking)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Mexico to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Spain to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)

--*Capítulo 10: Los viajes*--  
I can understand a flight itinerary. (Interpretive Reading)  
I can understand a train ticket. (Interpretive Reading)  
I can understand basic information on an infographic. (Interpretive Reading)  
I can understand a flight attendant telling a story about what happened on a flight. (Interpretive Listening)  
I can understand a story about a woman who gets lost in a city. (Interpretive Listening)  
I can understand a story about what happened to a student at school. (Interpretive Listening)  
I can understand a story about what happened to a woman and her husband. (Interpretive Listening)  
I can understand a video about how to use the airport. (Interpretive Listening)  
I can understand a video about travel. (Interpretive Listening)  
I can understand a video about travel. (Interpretive Listening)  
I can give a short graduation speech, expressing my wishes for my classmates. (Presentational Speaking)  
I can create a brochure explaining a travel itinerary. (Presentational Writing)  
I can recommend some travel tips to a friend planning a vacation. (Presentational Writing)  
I can suggest activities we should do. (Presentational Writing)  
I can arrange for transportation (by train, bus, taxi, or airline). (Interpersonal Speaking)  
I can express a reaction to an unbelievable event. (Interpersonal Speaking)  
I can express my wishes and wants for others. (Interpersonal Speaking)  
I can make a reservation with a travel agency. (Interpersonal Speaking)  
I can make reservations with a travel agency. (Interpersonal Speaking)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Spain to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Spain to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)

--*Capítulo 11: La comunidad*--  
I can understand an infographic about safe travelling. (Interpretive Reading)  
I can understand an infographic about traveling. (Interpretive Reading)  
I can understand an infographic about travelling during a specific time of year. (Interpretive Reading)  
I can understand a story about a soccer match. (Interpretive Listening)  
I can understand a story about a woman getting a job. (Interpretive Listening)  
I can understand a tour guide's description of a city's history and attractions. (Interpretive Listening)  
I can give directions to get around my school. (Presentational Writing)  
I can give directions to my home from school. (Presentational Writing)  
I can give directions to my home from school. (Presentational Writing)  
I can write a to-do list in case I am sick tomorrow. (Presentational Writing)  
I can ask for and give directions. (Interpersonal Speaking)  
I can ask for and give directions. (Interpersonal Speaking)  
I can give directions to my house, citing landmarks. (Interpersonal Speaking)  
I can give some information about something I plan to do. (Interpersonal Speaking)  
I can participate in a conversation about where things are located in my city. (Interpersonal Speaking)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Mexico to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Spain to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)

--*Capítulo 12: Las relaciones sociales*--  
I can understand a story about what happened after graduate school. (Interpretive Reading)  
I can understand an infographic about happiness. (Interpretive Reading)  
I can understand an infographic about the benefits of smiling. (Interpretive Reading)  
I can understand a short film about relationships. (Interpretive Listening)  
I can understand a short film about relationships. (Interpretive Listening)  
I can understand a story about a graduation ceremony. (Interpretive Listening)  
I can understand a story about what happened when a friend helped at work. (Interpretive Listening)  
I can understand a story about what happened with a client. (Interpretive Listening)  
I can describe my perfect companion. (Presentational Speaking)  
I can describe what I am looking for in a roommate. (Presentational Speaking)  
I can present my qualifications for a job. (Presentational Speaking)  
I can describe my perfect companion. (Presentational Writing)  
I can explain in writing why I would hire an employee. (Presentational Writing)  
I can write a simple description of my ideal best friend. (Presentational Writing)  
I can have a short conversation about problems in a relationship. (Interpersonal Writing)  
I can delegate my responsibilities (and respond appropriately). (Interpersonal Speaking)  
I can participate in a job interview. (Interpersonal Speaking)  
I can role-play a job interview. (Interpersonal Speaking)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Mexico to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)

--*Capítulo 13: La televisión y el cine*--  
I can understand a poster about a show. (Interpretive Reading)  
I can understand basic information from an infographic about famous people. (Interpretive Reading)  
I can understand information on a ticket. (Interpretive Reading)  
I can understand a story about going skiing. (Interpretive Listening)  
I can understand a story about studying abroad. (Interpretive Listening)  
I can understand a story about traveling alone for the first time. (Interpretive Listening)  
I can understand basic information from a short film. (Interpretive Listening)  
I can understand basic information from a short film. (Interpretive Listening)  
I can talk about my goals for the future and what a superhero is to me. (Presentational Speaking)  
I can write my goals for the future. (Presentational Writing)  
I can write what I would do with a million dollars. (Presentational Writing)  
I can write about what I would do if I were a superhero. (Interpersonal Writing)  
I can ask questions and respond with excuses. (Interpersonal Speaking)  
I can participate in a conversation about movies and TV. (Interpersonal Speaking)  
I can talk about what I would do if I were a superhero. (Interpersonal Speaking)  
I can talk about what I would pack if I went to different places. (Interpersonal Speaking)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Mexico to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Spain to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)

--*Capítulo 14: Nuestro mundo y sus recursos*--  
I can understand basic information on an infographic about the environment. (Interpretive Reading)  
I can understand basic information on an infographic about the environment. (Interpretive Reading)  
I can understand a public service announcement about water conservation. (Interpretive Listening)  
I can understand a short film about the environment. (Interpretive Listening)  
I can understand a story about a road trip. (Interpretive Listening)  
I can understand a story about going to the beach. (Interpretive Listening)  
I can present ideas about a current environmental issue. (Presentational Speaking)  
I can present ideas about a current environmental issue. (Presentational Speaking)  
I can define terms related to world problems. (Presentational Writing)  
I can research and write about endangered animals. (Presentational Writing)  
I can write an article about how to improve the world. (Presentational Writing)  
I can participate in a conversation about the environment. (Interpersonal Writing)  
I can describe (and understand) terms related to world problems. (Interpersonal Speaking)  
I can participate in a conversation about problems in the world. (Interpersonal Speaking)  
I can participate in a conversation about the environment. (Interpersonal Speaking)  
I can talk about what I would do if I were a world traveler. (Interpersonal Speaking)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Mexico to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Mexico to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)