--Introduction to *Nuestra historia: Puentes*--

I can identify who completed an action in a story about a special meal using familiar words and phrases. (Interpretive Reading)

--*Unidad 1: Los saludos y las emociones*--

I can identify some basic facts from familiar words and phrases when they are supported by visuals in a story. (Interpretive Reading)

I can recognize some events from a story timeline. (Interpretive Reading)

I can represent the sequence of events from a story I’ve read. (Interpretive Reading)

I can understand familiar statements from simple sentences in a story. (Interpretive Reading)

I can understand information presented on a sign. (Interpretive Reading)

I can interpret an advertisement about Costa Rican food items. (Interpretive Reading)

I can tell an original story. (Presentational Speaking)

I can describe an important national monument. (Presentational Speaking)

I can talk about dancing. (Presentational Speaking)

I can present information about a new student. (Presentational Writing)

I can write an original story. (Presentational Writing)

I can write sentences expressing emotions. (Presentational Writing)

I can write the sequence of events from a story about travel. (Presentational Writing)

I can write a variety of simple messages in a social media post. (Presentational Writing)

I can describe how I am feeling and ask about others’ feelings (Interpersonal Speaking)

I can interact with people that I am meeting for the first time. (Interpersonal Speaking)

I can describe a cacerolazo and tell its international importance. (Intercultural Competencies)

I can describe items of cultural significance in a Spanish-speaking country. (Intercultural Competencies)

I can describe the cultural importance of a traditional dance. (Intercultural Competencies)

I can explain how Costa Rican speech differs from that of other Latin American countries. (Intercultural Competencies)

I can explain the importance of the phrase "¡Pura vida!" in the Costa Rican lifestyle. (Intercultural Competencies)

I can identify a historical monument. (Intercultural Competencies)

I can identify a landmark and its significance to people. (Intercultural Competencies)

I can identify a popular comic book series and describe its popularity. (Intercultural Competencies)

I can identify a traditional dance and understand basic elements of the dance. (Intercultural Competencies)

I can identify places of interest and how they affect a country’s tourism industry. (Intercultural Competencies)

I can identify social practices such as greetings, introductions, leave-taking, and thanking people. (Intercultural Competencies)

I can interpret how people in other cultures think about time. (Intercultural Competencies)

I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world. (Intercultural Competencies)

--*Unidad 2: La escuela*--

I can ask and answer questions about school in an online conversation. (Interpretive Reading)

I can give some simple information about my classroom or school. (Interpretive Reading)

I can identify details about the characters in a story. (Interpretive Reading)

I can identify opportunities for further language learning. (Interpretive Reading)

I can identify the events in a story. (Interpretive Reading)

I can identify the names and locations of classes on a class schedule. (Interpretive Reading)

I can identify the sequence of events in a story about school. (Interpretive Reading)

I can recognize actions from scenes in a story. (Interpretive Reading)

I can recognize details from a story about school. (Interpretive Reading)

I can represent a timeline of events in the life of a fictional character. (Interpretive Reading)

I can understand advice for choosing a career. (Interpretive Reading)

I can understand familiar words and phrases in a new context. (Interpretive Reading)

I can describe a scene from a familiar story. (Presentational Writing)

I can present information about my education in a job application. (Presentational Writing)

I can write an original story. (Presentational Writing)

I can fill out an online form. (Interpersonal Writing)

I can discuss my opinions on education and charity. (Interpersonal Speaking)

I can talk about leadership in my school. (Interpersonal Speaking)

I can talk about my preferences in education. (Interpersonal Speaking)

I can describe an agrotechnical school. (Intercultural Competencies)

I can describe indigenous music. (Intercultural Competencies)

I can describe the impact of immigration on language and culture. (Intercultural Competencies)

I can describe the style and cultural importance of a music group. (Intercultural Competencies)

I can identify how education reflects the culture of a region. (Intercultural Competencies)

I can identify how people count and communicate in writing. (Intercultural Competencies)

I can identify issues in education and how they affect culture. (Intercultural Competencies)

I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world. (Intercultural Competencies)

--*Unidad 3: La salud*--

I can identify basic vocabulary from a story. (Interpretive Reading)

I can identify isolated facts from a story about a visit with a doctor. (Interpretive Reading)

I can identify some phrases describing the main concepts in a story about medical care. (Interpretive Reading)

I can identify the order of events in a story about a consultation with a doctor. (Interpretive Reading)

I can identify the topic and some isolated elements from a story about a traditional healer. (Interpretive Reading)

I can identify the topic and some isolated elements from simple sentences in short fictional texts. (Interpretive Reading)

I can illustrate details describing a character in a story. (Interpretive Reading)

I can label events from a story. (Interpretive Reading)

I can recognize some events from the timeline of a story about a traditional healer. (Interpretive Reading)

I can understand an infographic on a health topic. (Interpretive Reading)

I can understand familiar words supported by context. (Interpretive Reading)

I can understand the name and purpose of a product used for good health. (Interpretive Listening)

I can talk about health problems and possible solutions. (Presentational Speaking)

I can describe important details from a story. (Presentational Writing)

I can express feelings using simple sentences. (Presentational Writing)

I can give some simple reasons why I recommend or don’t recommend a service/person. (Presentational Writing)

I can write an original story. (Presentational Writing)

I can write simple captions for pictures or photos. (Presentational Writing)

I can tell about how others are feeling. (Presentational Writing)

I can answer basic questions about health and wellbeing. (Interpersonal Writing)

I can exchange information with a doctor’s office to prepare for an upcoming appointment. (Interpersonal Speaking)

I can describe a common ailment: its causes, symptoms, and traditional remedies. (Intercultural Competencies)

I can describe a trend in international travel. (Intercultural Competencies)

I can describe my opinions on how I treat and prevent illnesses. (Intercultural Competencies)

I can identify a familiar landmark and what it represents to people. (Intercultural Competencies)

I can identify an archaeological site and its historical significance. (Intercultural Competencies)

I can identify famous artists of México. (Intercultural Competencies)

I can identify how products affect the culture and public health of a country. (Intercultural Competencies)

I can identify medicinal products and practices to help me understand cultural perspectives. (Intercultural Competencies)

I can talk about my opinions on traditional healing. (Intercultural Competencies)

I can use the Spanish language both within and beyond my classroom to interact and collaborate in the community and in the globalized world. (Intercultural Competencies)

I can identify how people celebrate local traditions. (Intercultural Competencies)

--*Unidad 4: La comida*--

I can describe a traditional food. (Interpretive Reading)

I can identify events from a story about a traditional drink. (Interpretive Reading)

I can identify ingredients needed to prepare a meal. (Interpretive Reading)

I can identify the events in a story about a special meal. (Interpretive Reading)

I can identify the ingredients and follow simple directions in a recipe. (Interpretive Reading)

I can identify who completed an action in a story about a special meal using familiar words and phrases. (Interpretive Reading)

I can infer details from a story that uses familiar vocabulary about a traditional drink. (Interpretive Reading)

I can understand the details of a story that uses familiar vocabulary. (Interpretive Reading)

I can use the context of a story to understand idiomatic expressions. (Interpretive Reading)

I can look at items on a menu and name foods I like/dislike. (Presentational Speaking)

I can tell an original story. (Presentational Speaking)

I can retell events from a story about grocery shopping by using familiar vocabulary. (Presentational Writing)

I can use familiar vocabulary to answer questions about a grocery shopping trip. (Presentational Writing)

I can write about a traditional meal I participated in. (Presentational Writing)

I can write an original story. (Presentational Writing)

I can order food in a restaurant. (Interpersonal Speaking)

I can talk about important specialties and regional foods. (Interpersonal Speaking)

I can talk about places to buy food and drink. (Interpersonal Speaking)

I can work with a person to plan a meal. (Interpersonal Speaking)

I can describe a traditional cooking method. (Intercultural Competencies)

I can describe the traditional origins of a meal. (Intercultural Competencies)

I can described traditional drinks: where they are popular, their ingredients, and their uses. (Intercultural Competencies)

I can explain the importance of the cattle industry in Uruguay. (Intercultural Competencies)

I can identify how and why people eat corn. (Intercultural Competencies)

I can identify traditional practices in preparing and enjoying meals. (Intercultural Competencies)

I can identify traditional products/food and show how they are used throughout the world. (Intercultural Competencies)

I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world. (Intercultural Competencies)

--*Unidad 5: Los pasatiempos*--

I can distinguish fact from opinion using context clues in a story with familiar vocabulary. (Interpretive Reading)

I can identify language that distinguishes fact or opinion in a story. (Interpretive Reading)

I can identify the events in a story using familiar vocabulary structures. (Interpretive Reading)

I can identify the talents, contributions, and legacy of a popular skater and artist. (Interpretive Reading)

I can understand a sports advertisement. (Interpretive Reading)

I can understand instructions for playing a sport. (Interpretive Reading)

I can understand the events of a story using familiar vocabulary. (Interpretive Reading)

I can use context clues to understand a story containing familiar words and phrases. (Interpretive Reading)

I can tell an original story. (Presentational Speaking)

I can list my favorite activities and who does them with me. (Presentational Writing)

I can sequence a story using linking words and phrases. (Presentational Writing)

I can write a paragraph using both familiar words and new vocabulary. (Presentational Writing)

I can write about an activity that I participated in. (Presentational Writing)

I can write an original story. (Presentational Writing)

I can ask and answer questions about hobbies and pastimes. (Interpersonal Writing)

I can talk about my music preferences. (Interpersonal Speaking)

I can talk about my opinions on cycling and extreme sports. (Interpersonal Speaking)

I can understand and ask questions about a sports advertisement. (Interpersonal Speaking)

I can describe a public safety program. (Intercultural Competencies)

I can describe the achievements of a unique musical group. (Intercultural Competencies)

I can describe things to do and how to get around in a major tourist city. (Intercultural Competencies)

I can identify a popular pastime and people's attitudes toward it. (Intercultural Competencies)

I can identify a unique pastime and understand how it reflects cultural perspectives. (Intercultural Competencies)

I can identify how people celebrate a national holiday. (Intercultural Competencies)

I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world. (Intercultural Competencies)

I can describe a professional athlete and their contributions to the country's international presence. (Interpretive)

--*Unidad 6: De compras*--

I can attribute actions and quotes to characters from a story. (Interpretive Reading)

I can classify events in a story as acts of kindness or unkindness. (Interpretive Reading)

I can evaluate statements about a story that I read. (Interpretive Reading)

I can identify details from a story about shopping in a market. (Interpretive Reading)

I can identify the characters of a story and their actions. (Interpretive Reading)

I can purchase an item online. (Interpretive Reading)

I can recall details from a story I have read. (Interpretive Reading)

I can represent details of a story with illustrations. (Interpretive Reading)

I can select passages from a story that support conclusions drawn about the story. (Interpretive Reading)

I can understand a simple description of an item for sale. (Interpretive Listening)

I can describe a product by stating basic information. (Presentational Speaking)

I can tell an original story. (Presentational Speaking)

I can retell a familiar story in my own words. (Presentational Writing)

I can use familiar words in a familiar context. (Presentational Writing)

I can write an original story. (Presentational Writing)

I can exchange preferences about items I am shopping for. (Interpersonal Writing)

I can recommend places to shop. (Interpersonal Writing)

I can ask and understand how much something costs. (Interpersonal Speaking)

I can talk about my preferences for shopping and travel. (Interpersonal Speaking)

I can talk about what my friends and I wear. (Interpersonal Speaking)

I can describe a product associated with a Guatemalan legend. (Intercultural Competencies)

I can describe a traditional article of clothing. (Intercultural Competencies)

I can describe how culture affects how people shop. (Intercultural Competencies)

I can describe how Guatemalans celebrate an important holiday. (Intercultural Competencies)

I can describe the cultural and economic importance of a traditional product. (Intercultural Competencies)

I can identify a popular shopping location and describe how culture affects where people shop (Intercultural Competencies)

I can identify how culture is reflected in currencies. (Intercultural Competencies)

I can identify how people celebrate local and national holidays or festivals. (Intercultural Competencies)

I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world. (Intercultural Competencies)

I can describe a cultural item that could be purchased in the market. (Intercultural Competencies)

I can describe the impact hyperinflation made in Venezuela. (Intercultural Competencies)

--*Unidad 7: Los viajes*--

I can identify the topic and some specific details from simple sentences in a short story (Interpretive Reading)

I can put the events of a story using familiar vocabulary in order. (Interpretive Reading)

I can rank the events in a story according to the order in which they happened. (Interpretive Reading)

I can understand basic information from a travel itinerary. (Interpretive Reading)

I can understand basic information from a travel website. (Interpretive Reading)

I can understand the events of a story with new vocabulary. (Interpretive Reading)

I can represent events and details from a story with illustrations. (Interpretive Reading)

I can represent key details of a story I hear through illustrations. (Interpretive Listening)

I can tell an original story. (Presentational Speaking)

I can tell someone my schedule for an upcoming trip. (Presentational Speaking)

I can tell someone my schedule for an upcoming trip. (Presentational Speaking)

I can use familiar vocabulary to complete the details of a story. (Presentational Writing)

I can use familiar vocabulary to retell a story. (Presentational Writing)

I can write an original story. (Presentational Writing)

I can list the major events and details of a short story. (Presentational Writing)

I can ask and answer questions about travel plans. (Interpersonal Writing)

I can ask and answer questions about travel plans. (Interpersonal Writing)

I can talk about how people and goods are transported in my community. (Interpersonal Speaking)

I can talk about my travel preferences. (Interpersonal Speaking)

I can describe a popular attraction in Colombia and explain why it is important to the Colombian people. (Intercultural Competencies)

I can describe a trip to Machu Picchu. (Intercultural Competencies)

I can describe how rural Colombians transport goods, people, and everyday items. (Intercultural Competencies)

I can describe New Year's celebrations in Latin America. (Intercultural Competencies)

I can describe the significance of and tourism to an important historical site. (Intercultural Competencies)

I can describe the touristic appeal of a native community. (Intercultural Competencies)

I can describe tourism to an ancient landmark in Colombia. (Intercultural Competencies)

I can identify how people travel and why they choose to travel this way. (Intercultural Competencies)

I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world. (Intercultural Competencies)

--*Unidad 8: El calendario y el clima*--

I can create a visual to represent the events of a story. (Interpretive Reading)

I can describe how a unique climate affects industry and tourism in a region. (Interpretive Reading)

I can differentiate between characters in a story. (Interpretive Reading)

I can express my opinions of events in a story. (Interpretive Reading)

I can recognize some weather expressions in a forecast. (Interpretive Reading)

I can recognize visual depictions of scenes from a story. (Interpretive Reading)

I can recognize words using visual support. (Interpretive Reading)

I can respond to simple questions with simple answers. (Interpretive Reading)

I can sequence a narrative. (Interpretive Reading)

I can use images to add meaning to a text. (Interpretive Reading)

I can understand a weather forecast, especially when weather symbols are used. (Interpretive Listening)

I can tell an original story. (Presentational Speaking)

I can use familiar vocabulary to summarize a story. (Presentational Writing)

I can write an original story. (Presentational Writing)

I can engage in a conversation to decide whether to cancel an event given the weather forecast. (Interpersonal Speaking)

I can exchange information about what activities to engage in based on the weather. (Interpersonal Speaking)

I can talk about activities for when the weather is good. (Interpersonal Speaking)

I can talk about weather trends in my area. (Interpersonal Speaking)

I can describe a celebration of the summer solstice. (Intercultural Competencies)

I can describe a regional legend. (Intercultural Competencies)

I can describe a yearly tradition and why it is important. (Intercultural Competencies)

I can describe popular attractions in a region of Spain. (Intercultural Competencies)

I can describe the importance of weather and climate on life in other countries. (Intercultural Competencies)

I can identify an important natural wonder of the Spanish-speaking word and its importance in the modern world. (Intercultural Competencies)

I can identify how people celebrate weather-related holidays or festivals. (Intercultural Competencies)

I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world. (Intercultural Competencies)

--*Unidad 9: La naturaleza*--

I can distinguish characters in a story. (Interpretive Reading)

I can identify cause and effect in a story. (Interpretive Reading)

I can identify details and terms that do not belong with others. (Interpretive Reading)

I can identify important details of a story. (Interpretive Reading)

I can match the events of a story with a visual representation. (Interpretive Reading)

I can sequence the events of a story that uses familiar vocabulary. (Interpretive Reading)

I can understand simple descriptions of the images in an infographic. (Interpretive Reading)

I can understand the events of a story using new vocabulary. (Interpretive Reading)

I can understand the events of a story using new vocabulary. (Interpretive Reading)

I can ask and answer questions about buying a pet. (Interpretive Listening)

I can make recommendations for how individuals and schools can help protect the environment. (Presentational Speaking)

I can tell an original story. (Presentational Speaking)

I can write a personal reaction to the events of a familiar story. (Presentational Writing)

I can write about the pros and cons of life as a pet. (Presentational Writing)

I can write an original story. (Presentational Writing)

I can choose words, phrases, and images to provide details and order the events of a story. (Presentational Writing)

I can extend a familiar story by writing a new ending. (Presentational Writing)

I can use familiar vocabulary in new ways. (Presentational Writing)

I can exchange ideas with others about ways to protect the environment. (Interpersonal Writing)

I can engage in a conversation about deforestation. (Interpersonal Speaking)

I can talk about pets. (Interpersonal Speaking)

I can talk about places and activities to enjoy nature. (Interpersonal Speaking)

I can describe a marine park. (Intercultural Competencies)

I can describe a particular species of wildlife in Cuba. (Intercultural Competencies)

I can describe an endangered species. (Intercultural Competencies)

I can describe conservation efforts. (Intercultural Competencies)

I can describe environmental conservation efforts. (Intercultural Competencies)

I can describe the climate, life, problems, and conservation efforts of a national park. (Intercultural Competencies)

I can describe the importance of a national tree. (Intercultural Competencies)

I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world. (Intercultural Competencies)

I can explain bird trafficking. (Intercultural Competencies)