***Nuestra historia*, Level 4**

**Can Do Statements by Unit**

***Unidad 1: ¿Qué crees?***

* I can read an article about a family and its experiences. (Interpretive Reading)
* I can read an article. (Interpretive Reading)
* I can select appropriate captions for pictures. (Interpretive Reading)
* I can understand a text about belief and identity. (Interpretive Reading)
* I can read a biography. (Interpretive Reading)
* I can read a story about cultural identity. (Interpretive Reading)
* I can understand a video about an ancient culture. (Interpretive Listening)
* I can understand a video about someone's cultural identity. (Interpretive Listening)
* I can understand a video about the history and culture of a region in Spain. (Interpretive Listening)
* I can understand a video about a city in Colombia. (Interpretive Listening)
* I can answer spoken questions about a story I have read. (Interpretive Listening)
* I can prepare and give a speech for a debate. (Presentational Speaking)
* I can talk about cultural identity. (Presentational Speaking)
* I can talk about people's beliefs and identities, and explain how our identities are shaped by those beliefs. (Presentational Speaking)
* I can talk about public and private identities. (Presentational Speaking)
* I can tell an original story. (Presentational Speaking)
* I can retell a story. (Presentational Writing)
* I can write an original story. (Presentational Writing)
* I can write a personal letter (Presentational Writing)
* I can exchange emails about belief and identity. (Interpersonal Writing)
* I can write about an important community figure. (Interpersonal Writing)
* I can have a conversation with someone I just met. (Interpersonal Speaking)
* I can compare and contrast Venezuelan cultural identity with the cultural identity of my country, region, and/or people. (Intercultural Competencies)
* I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions. (Intercultural Competencies)
* I can compare and contrast my cultural identity with that of another. (Intercultural Competencies)

***Unidad 2: La ciudadanía global***

* I can read a biography. (Interpretive Reading)
* I can read an article about gender. (Interpretive Reading)
* I can compare and contrast characters in a story. (Interpretive Reading)
* I can summarize a story about human trafficking. (Interpretive Reading)
* I can understand the main idea and key information in a video about the Spanish Revolution. (Interpretive Listening)
* I can analyze information from a story about progress and conservation. (Interpretive Listening)
* I can give a short presentation comparing my school culture to the culture of a Spanish-speaking school that I have studied or researched. (Presentational Speaking)
* I can retell a story about progress and conservation in another country. (Presentational Speaking)
* I can tell an original story. (Presentational Speaking)
* I can give advice on how to combat discrimination in a blog post. (Presentational Writing)
* I can write a short article describing indigenous people's experiences. (Presentational Writing)
* I can write an original story. (Presentational Writing)
* I can write a letter of condolence. (Presentational Writing)
* I can exchange formal emails about indigenous people's rights. (Interpersonal Writing)
* I can read and respond to a letter about indigenous rights and the environment. (Interpersonal Writing)
* I can exchange information, ask a variety of questions, and react to the topic of discrimination in my school and in Costa Rica. (Interpersonal Speaking)
* I can have a conversation with a new classmate. (Interpersonal Speaking)
* I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions. (Intercultural Competencies)
* I can make comparisons between the struggles of various indigenous groups. (Intercultural Competencies)
* I can understand gender distinctions in other cultures. (Intercultural Competencies)
* I can compare and contrast information from multiple sources about discrimination. (Interpretive)
* I can compare and contrast information from multiple sources about social justice. (Interpretive)
* I can compare and contrast information from multiple sources that are about the struggles of indigenous groups. (Interpretive)

***Unidad 3: Así es la vida***

* I can understand key information from an article about two different cultures. (Interpretive Reading)
* I can understand different sources on abuse and compare them. (Interpretive Reading)
* I can understand key information in a story about one culture’s way of life. (Interpretive Reading)
* I can understand key information in a story about soccer. (Interpretive Reading)
* I can understand key information in a story about violence against women. (Interpretive Reading)
* I can understand the main idea and key information in a video about a popular snack food. (Interpretive Listening)
* I can understand the main idea and key information in a video about practices related to a snack food. (Interpretive Listening)
* I can compare and contrast different locations in a story. (Interpretive Listening)
* I can describe the quality of life in another culture and compare it with my own. (Presentational Speaking)
* I can give a radio broadcast about a group's way of life. (Presentational Speaking)
* I can give a radio broadcast about my own and others' cultural traditions and ways of life. (Presentational Speaking)
* I can tell an original story. (Presentational Speaking)
* I can re-write a story about a culture's views of a popular pastime. (Presentational Writing)
* I can write a blog about a famous person's childhood, challenges, and successes. (Presentational Writing)
* I can write an original story. (Presentational Writing)
* I can write descriptions of events in someone's life. (Presentational Writing)
* I can read and respond to an email, ask a variety of questions, and react appropriately to the topic of domestic violence. (Interpersonal Writing)
* I can ask and answer questions about someone's way of life. (Interpersonal Speaking)
* I can interview someone about their childhood, challenges, and successes. (Interpersonal Speaking)
* I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions. (Intercultural Competencies)
* I can compare and contrast some behaviors or practices of other cultures and my own. (Intercultural Competencies)
* I can compare my culture's traditions with other cultures' traditions. (Intercultural Competencies)
* I can compare my way of life with another person's way of life. (Intercultural Competencies)
* I can make comparisons between cultural products and practices to help understand perspectives. (Intercultural Competencies)
* I can make comparisons between sexism in another culture and my own. (Intercultural Competencies)
* I can compare and contrast information from multiple sources about ghost towns. (Interpretive)
* I can compare and contrast information from multiple sources about sexism. (Interpretive)
* I can compare and contrast information from multiple sources that are about a community’s changing way of life. (Interpretive)

***Unidad 4: El mundo es nuestro***

* I can understand an article about people who stood up to a dictator. (Interpretive Reading)
* I can understand an article about protest, human rights abuses, and political upheaval. (Interpretive Reading)
* I can identify key locations in a story. (Interpretive Reading)
* I can understand key information in a story about human rights and social injustice. (Interpretive Reading)
* I can understand key information in a story about the scarcity of water. (Interpretive Reading)
* I can understand a video about political and social conflict. (Interpretive Listening)
* I can give a radio broadcast about political injustice and corruption. (Presentational Speaking)
* I can give a speech about water scarcity. (Presentational Speaking)
* I can re-tell a story about political and social issues. (Presentational Speaking)
* I can tell an original story. (Presentational Speaking)
* I can write an original story. (Presentational Writing)
* I can exchange emails by asking and answering questions about injustice and political corruption. (Interpersonal Writing)
* I can exchange emails with a comic artist who criticized the political and social situation in his country. (Interpersonal Writing)
* I can exchange information in a conversation about the use of water in our communities. (Interpersonal Speaking)
* I can interview someone about their past experiences. (Interpersonal Speaking)
* I can participate in a conversation about a story I just read and relate it to my own experience. (Interpersonal Speaking)
* I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions. (Intercultural Competencies)
* I can understand the changing political situation in another country. (Intercultural Competencies)
* I can understand unique social and political situations in other countries. (Intercultural Competencies)  
  I can compare and contrast information from multiple sources about injustice and political corruption. (Interpretive)
* I can compare and contrast information from multiple sources about labor issues. (Interpretive)
* I can compare and contrast information from multiple sources about the disappeared in Argentina. (Interpretive)

***Unidad 5: Querer es poder***

I can understand key information in a story about a computer technician. (Interpretive Reading)

I can understand key information in a story about a drone. (Interpretive Reading)

I can understand key information in a story about a technological innovation. (Interpretive Reading)

I can understand key information in a story about an invention. (Interpretive Reading)

I can understand key information in an article about technology and crime. (Interpretive Reading)

I can understand the main idea and key information in a video about inventions. (Interpretive Listening)

I can give a speech about a famous doctor and inventor. (Presentational Speaking)

I can retell a story about a person immigrating to the United States on foot. (Presentational Speaking)

I can tell an original story. (Presentational Speaking)

I can write a formal letter explaining a situation and asking for help. (Presentational Writing)

I can write a proposal for a new game. (Presentational Writing)

I can write an article about the life and experiences of a famous scientist. (Presentational Writing)

I can write an essay about the role of ethics in medicine. (Presentational Writing)

I can write an original story. (Presentational Writing)

I can participate in a conversation with someone who recently arrived in the United States. (Interpersonal Writing)

I can have a conversation with a famous scientist. (Interpersonal Speaking)

I can participate in a conversation about a memorable experience. (Interpersonal Speaking)

I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions. (Intercultural Competencies)

I can compare a famous scientist's experiences and goals with my own. (Intercultural Competencies)

I can compare and contrast information from multiple sources about a famous doctor and inventor. (Interpretive)

I can compare and contrast information from multiple sources about a famous scientist. (Interpretive)

***Unidad 6: El arte de la palabra***

* I can understand a video about a famous temple and the artist who envisioned it. (Interpretive Reading)
* I can understand key information in a story about a famous author. (Interpretive Reading)
* I can understand key information in a story about film and censorship. (Interpretive Reading)
* I can understand key information in a story about literature's influence on people and society. (Interpretive Reading)
* I can understand a video about a legend. (Interpretive Listening)
* I can understand a video about how art challenges and reflects cultural perspectives. (Interpretive Listening)
* I can give a speech on censorship. (Presentational Speaking)
* I can give an announcement about a fashion company. (Presentational Speaking)
* I can present on the influence of art. (Presentational Speaking)
* I can retell a story about a famous author. (Presentational Speaking)
* I can tell an original story. (Presentational Speaking)
* I can compare and contrast how music challenges and reflects cultural perspectives in Colombia with how it does in my country, region, and/or people. (Presentational Writing)
* I can rewrite a story about the influence of art. (Presentational Writing)
* I can write a letter to a film rating agency. (Presentational Writing)
* I can write a poem in the style of Neruda. (Presentational Writing)
* I can write about famous writers. (Presentational Writing)
* I can write an article about the prohibition of books. (Presentational Writing)
* I can write an original story. (Presentational Writing)
* I can exchange emails with a famous author. (Interpersonal Writing)
* I can exchange ideas with a famous designer. (Interpersonal Writing)
* I can talk with a famous author about their writing. (Interpersonal Speaking)
* I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions. (Intercultural Competencies)
* I can understand how the products of a country reflect its cultural beliefs. (Intercultural Competencies)
* I can understand the significance of Pablo Neruda's poetry. (Intercultural Competencies)
* I can compare and contrast information from multiple sources about a poet. (Interpretive)
* I can compare and contrast information from multiple sources about fashion and culture. (Interpretive)