

Nuestra historia brings together the magic of storytelling with real-world tasks in order to cultivate both students' communicative ability and intercultural understanding

Overview of *Nuestra historia 2*

Each unit in *Nuestra historia 2* is based on a different AP® **subtheme** and focuses on **two Spanish-speaking countries**. These two "drivers" of the curriculum help guide story lines, authentic texts, communicative tasks, and cultural content.

The primary components in each unit of Level 2 include:

- **Stories:** Each *historieta* (short story) targets four to six structures in a compelling and comprehensible way, and includes audio and/or illustrations to increase understanding. There are several options for introducing students to these target structures, including:
 - Total Physical Response (TPR®)
 - Personalized Questions and Answers (PQAs)
 - Co-Created Class Stories (scripts and circling examples provided)
- **Comprehension Activities:** After reading a story, comprehension activities allow students another opportunity to interact with the target structures, be exposed to more varied input, and demonstrate their understanding.
- **Alternative Versions:** These stories are similar to the original ones, but present the story from a new perspective, highlighting a different verb form, slightly different details, or maybe a twist in the plot.
- **Communicative Tasks:** Interpretive, interpersonal, and presentational speaking and writing tasks draw from and expand on what students were exposed to in the *historietas* and prepare students for the Integrated Performance Assessment (IPA) at the end of each unit.
- **Longer Stories:** *Historias largas* increase interactions with the structures presented in the *historietas*. The *historias largas* can be used as formal assessments of the unit's target structures using the comprehension activities and/or communicative tasks.
- **Chapter Story:** *Zoe y Zack: Una aventura increíble* is a chapter story that students read as they progress through the curriculum. There are one or two chapters in each unit.
- **Profe Loco CI Videos:** These videos focus on the target structures in the unit, and provide highly engaging, often hilarious, and always compelling interactions with a unit's target structures. Profe Loco's videos in level 2 are stories and cover many different genres, from romance to horror to drama.
- **Authentic Culture:** Cultural content is woven throughout each unit and includes:
 - *Artículos* that highlight global issues in a scaffolded series of comprehensible texts.
 - *Notas culturales* that offer compelling cultural insights on each unit's target countries.
 - *Entrevistas* that present the perspectives and experiences of native speakers from around the Spanish-speaking world.
 - *El mundo en fotos* that present photos with AP-style simulated conversations, where students record themselves after listening to a native speaker.
 - *Panoramas* that virtually transport students to a place in one of the countries where they can see, think, and wonder at their proficiency level.
 - Cultural videos, which depict key cultural elements mentioned along their journey through the unit.

- **Interactive Can-Do Statements:** Students self-assess their performance on communicative tasks with an integrated, clickable Can-Do statement. Both student and teacher can see the student's overall progress on a summative Can-Do checklist at the end of each unit. There are also optional Can-Do Pre-Assessments in each unit.
- **Integrated Performance Assessments (IPAs):** These proficiency-based assessments incorporate authentic materials and tasks for a very "real" experience that draws on students' interpretive, interpersonal, and presentational skills.

As you can see, *Nuestra historia* provides an array of options for teachers at various levels of expertise. You can select which elements most appropriately meet the needs of individual students and teacher personalities in your unique school district. Our goal is to support teachers wherever they are on their journey in providing truly compelling, comprehensible input to increase students' proficiency levels.

Sample Pacing for *Unidad 1*

Below, you will find one option for pacing the material in *Unidad 1* in *Nuestra historia 2*. This same pacing could be applied to later units and is meant to be an example of what a teacher *could* do; not an example of what a teacher *should* do.

Timing for these tasks is approximate, and remember that if you are talking with your students – about a story, a culture, or their personal lives – and your students are engaged and having fun or finding what you're saying interesting, then keep going! You are providing Comprehensible Input, and that's what matters most. Don't let a schedule stop you.

Also keep in mind that *Nuestra historia* can be customized and edited to suit your and your students' needs. For more information on how to edit material or for more ideas on how to implement the curriculum, call 800-848-0256 or email info@vocesdigital.com.

Things to Consider

We recommend creating a **class routine** by opening your class with the day, date, etc.; introducing your daily objectives using the included Can-Do goal statements, and/or conducting a *Nuestra clase, nuestra historia* student interview. Please note: If you are interviewing a student and it is going well and everyone seems engaged and learning, then just KEEP GOING. This kind of relevant, personal comprehensible input can be the most effective material you use with them.

We also recommend showing students the different games available to play in the **Voces Game Center**. Tell students that if they have down time in class or outside of class, or finish an assignment early, to log in to *Nuestra historia* and play games. Learn more about the Voces Game Center [here](#).

As you look over this Pacing Guide, keep in mind that our pacing and timing is **approximate**. You may find yourself moving faster or slower, depending. Take the time to discover your "flow."

If you every feel like you are moving too **fast**, then consider slowing down. Remember that engaging and connecting with your students about the material is key to the success of a Comprehensible Input approach. At the same time, if you're moving fast and the students are "getting" it, then more power to you! Go with the flow! You can always make a unit last longer by adding your own material to a unit

using the Voces Editor, or incorporating a FVR routine in your class schedule, or even spending a few weeks mid-way in the year reading a class novel, like *Bajo el agua*, as a class!

If you are moving **slower**, then that's okay too! You can assign some of the activities as homework (and spend more time in class just talking to your students and reading the stories). You can also skip some of the review materials – for instance, the *Historia larga* which recycles already learned material. It's totally up to you. As long as students are engaged and you are delivering comprehensible input, we recommend not worrying too much about how fast or slow you're moving in the curriculum. Let the students be your ultimate guide.

A Note on Technology

This pacing guide was written under the assumption that students have their own devices and can connect to the internet. We also highly recommend that students have access to headphones or ear buds, since many of the activities include audio and it would get very loud if all students were listening to different audio recordings at once. Similarly, students' devices should come equipped with a microphone so that students can record their voices.

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
Week 1			
Monday			
Min	Section	Details	Device
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can talk about family, food, and places in other countries.	
20	<i>Los Estados Unidos y España</i> Descubre Los Estados Unidos y España	Present each slideshow of pictures. Use the scripts provided to ask students questions about the pictures and countries. Tip! Use the Voces Editor and add your own pictures from your travels to these countries or from around the internet.	Project for class.
10	<i>Los Estados Unidos y España</i> Descubre Los Estados Unidos y España	Once students have been introduced to both countries, have them complete the survey. When everyone has taken the survey, project the survey results for all to see and discuss them as a class. Tip! Choose a student and ask: What country did you choose? Why would you prefer to visit that country? You can ask in Spanish, but if you want to assess them on what they understood from your presentation, then asking them in English and accepting answers in English is fine, especially for Novice-level students.	Assign beforehand. Students log in and go to page.
10	<i>Los Estados Unidos y España</i> Visitemos los Estados Unidos	Explore Spanish-speaking communities in the United States more by looking at the pictures and map. Ask students questions about the photographs, read the captions, or just look and comment on the pictures. Tip! Double click any image to make it full screen.	Project for class.
10	<i>Los Estados Unidos y</i>	Explore Spanish culture more by looking at the pictures and map. Ask students questions about the photographs, read the	Project for class.

	<i>España</i> Visitemos España	captions, or just look and comment on the pictures. Tip! Double click any image to make it full screen.	
-	<i>Los Estados Unidos y España</i> En mi comunidad	Tell students that the class will be creating a bulletin board with items that are evidence of the Spanish-speaking community in your area. Everyone is responsible for bringing in one item. You will want to remind them of this as the unit progresses, bring in items that you have, and then revisit this project before the end of the unit.	Project for class.
-	Can-Do Pre-Assessment	Optional: Have students pre-assess before completing tasks within the unit. Their responses provide baseline data on where they are in their use of language across the three modes of communication, as well as their interculturality. Students are then able to identify their own proficiency and are encouraged to begin their progress towards greater language and intercultural proficiency!	Assign beforehand. Students log in and go to the page.
-	<i>Los Estados Unidos y España</i> Descubre los Estados Unidos y España	Have students click on the Can-Do and self-assess.	
Tuesday			
10-15	<i>Historieta 1: La chica nueva</i> Preguntas personales	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine (which is on the <i>Preguntas personales</i> page, at the bottom). Choose one student – ideally, one of your better, more outgoing students for this first time – and “interview” them, asking some of the questions on the list. Tip! Set a timer. Start with 5 minutes. See how it goes. Since this will be your first time, you may want to tell students that their exit ticket will be to write down three things they learned about that student. Some English responses are appropriate at this stage.	Project for class.
15	<i>Historieta 1: La chica nueva</i> Vocabulario importante	Introduce the <i>Vocabulario importante</i> for <i>Historieta 1: La chica nueva</i> . You may want to create a gesture or action for each phrase, or you can simply read the Spanish and English, and give some synonyms or other contextualized meaning.	Project for class.
25	<i>Historieta 1: La chica nueva</i> Preguntas personales	Next, do the PQA scripts with your students. Download the teacher version of the script and print it out – there are tips for you throughout. Tip! For each <i>historieta</i> , you can choose to do either the PQAs or the class story. You could also do both! However, we have found that teachers who enjoy talking to their students and getting to know them do well with the PQAs. It’s what they’re naturally doing anyhow! Teachers who like to perform in front of the class, are often exaggerated and silly, and have a penchant toward storytelling do well with the class stories, because those fit their style. Of course, it is up to you! Best would be to try both approaches and then continue with the one approach that you feel most comfortable with and that the	Project for class.

		students respond best to.	
-	Exit Ticket	Have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Wednesday			
10-15	<i>Historieta 1: La chica nueva</i> Preguntas personales	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine. Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability, and check the class's comprehension by circling the responses and asking either/or questions. Some English responses are appropriate at this stage. Tip! Set a timer. Start with 5 minutes. See how it goes. If the student you are interviewing is having a good time and the other students are engaged and listening, then keep going past 5 minutes. If the students seem less engaged and less interested, then move on.	Project for class.
		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. I can read a story about a new friend.	
5	<i>Historieta 1: La chica nueva</i> Vocabulario importante	Project the <i>Vocabulario importante</i> and reestablish meaning. Tip! You could use some of the questions from the PQAs from the day before, reviewing what you asked and reestablishing the meaning of the structures.	Project for class.
10	<i>Historieta 1: La chica nueva</i> La chica nueva	Project the first story, <i>La chica nueva</i> . Make sure the structures and their definitions are visible for students to see. Then, read the story out loud, stopping after every sentence or two and asking simple comprehension questions (such as yes/no, true/false, and either/or), ensuring that students are following along.	Project for class.
10	<i>Historieta 1: La chica nueva</i> La chica nueva	When you are done reading the story, play the native speaker audio of the story. Follow up with some additional comprehension questions (even repeated questions from when you were reading the story, but now direct them to your quieter kids).	Project for class.
15	<i>Historieta 1: La chica nueva</i> Actividad 1: ¿Quién es? Actividad 2: Falso a cierto	Have students pair up or work individually and complete <i>Actividades 1</i> and <i>2</i> . If time allows, review the activities as a class.	Assign beforehand. Students log in and go to pages.
-	Exit Ticket	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Thursday			
10-15	<i>Historieta 1: La chica nueva</i> Preguntas personales	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine. Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability and check the class's comprehension by circling the responses and asking either/or questions. English	Project for class.

		<p>responses are appropriate at this stage.</p> <p>Tip! Set a timer. Start with 5 minutes. See how it goes. If the student you are interviewing is having a good time and the other students are engaged and listening, then keep going past 5 minutes. If the students seem less engaged and less interested, then move on.</p>	
10	<p><i>Historieta 1: La chica nueva</i> Actividad 1: ¿Quién es? Actividad 2: Falso a cierto</p>	Review <i>Actividades 1</i> and <i>2</i> in class and, in so doing, remind students about the story and reestablish the meaning of the structures.	Project for class. Students log in and go to pages.
10	<p><i>Historieta 1: La chica nueva</i> Actividad 3: Contesta las preguntas</p>	Have students do <i>Actividad 3</i> . If time allows, review the answers to <i>Actividad 3</i> as a class.	Assign the page beforehand. Students log in and go to page.
10	<p><i>Historieta 1: La chica nueva</i> Versión alternativa: La chica nueva</p>	Project the alternative version on the board and play the native speaker audio or read it out loud. Follow up with yes/no and true/false comprehension questions.	Project for class.
10	<p><i>Historieta 1: La chica nueva</i> Actividad 4: Completa la frase (versión alternativa)</p>	Have students complete <i>Actividad 4</i> .	Assign the page beforehand. Students log in and go to page.
-	<p><i>Historieta 1: La chica nueva</i></p>	For students who finish early, print out a blank comic strip from Additional Resources and have them illustrate and caption the story.	Hand out the blank comic strips
-	Exit Ticket	Have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
<p>Friday Tip! You could call Friday “Voces video viernes”!</p>			
		<p>Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day’s agenda.</p> <p>I can understand a video about a crush. I can retell a story about a crush.</p>	
10	<p><i>Profe Loco</i> Anita</p>	Play the video. Pause as you go, asking simple yes/no and either/or comprehension questions as you go.	Project for class.
30	<p><i>Profe Loco</i> Actividad 1: ¿Quién es? Actividad 2: La historia vs. la vida real</p>	Have students pair up or work individually and complete <i>Actividades 1</i> and <i>2</i> . Spend some time reviewing <i>Actividad 1</i> and sharing responses for <i>Actividad 2</i> before moving on to <i>Actividad 3</i> .	Assign the page beforehand. Students log in and go to pages.

10	<i>Profe Loco</i> Actividad 3: Cuéntame la historia	Have students work independently on <i>Actividad 3</i> .	Assign the page beforehand. Students log in and go to page.
-	<i>Profe Loco</i> Anita	Have students click on the Can-Dos and self-assess.	

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Week 2

Monday

10-15	<i>Historieta 2: El primer viaje a Nueva York</i> Preguntas personales	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student from before to interview.	Project for class.
15	<i>Historieta 2: El primer viaje a Nueva York</i> Vocabulario importante	Introduce the <i>Vocabulario importante</i> for <i>Historieta 2: El primer viaje a Nueva York</i> . You may want to create a gesture or action for each phrase, or you can simply read the Spanish and English, and give some synonyms or other contextualized meaning.	Project for class.
20	<i>Historieta 2: El primer viaje a Nueva York</i> Story Script	Next, ask a story with your students using the story script. There are tips and recommendations for successfully asking a story on the page in <i>Nuestra historia</i> . Tip! For each <i>historieta</i> , you can choose to do either the PQAs or class story. You could also do both! However, we have found that teachers who enjoy talking to their students and getting to know them do well with the PQAs. It's what they're naturally doing anyhow! Teachers who like to perform in front of the class, are often exaggerated and silly, and have a penchant toward storytelling do well with the class stories, because those fit their style. Of course, it is up to you! Best would be to try both approaches and then continue with the one approach that you feel most comfortable with and that the students respond best to.	Project for class.
5	<i>Historieta 2: El primer viaje a Nueva York</i> Nuestra historia	As time allows (or as homework), have students retell the class story. You can have them simply retell it as it was told in class, or you can add a twist to the assignment by having them retell it in a new perspective or with a new ending. It's up to you.	
-	Exit Ticket	Have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Tuesday			
10-15	<i>Historieta 2: El primer viaje a Nueva York</i> Preguntas	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student from before to interview.	Project for class.

	<i>personales</i>		
		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. I can read a story about a trip to New York. I can tell a story about a trip to New York.	
5	<i>Historieta 2: El primer viaje a Nueva York</i> Vocabulario importante	Review the <i>Vocabulario importante</i> for <i>Historieta 2</i> .	Project for class.
15	<i>Historieta 2: El primer viaje a Nueva York</i> El primer viaje a Nueva York	First, play the native speaker audio for <i>El primer viaje a Nueva York</i> for students while projecting the page so students can see the structures and story. Next, read <i>El primer viaje a Nueva York</i> , pausing and asking yes/no, true/false, and other simple comprehension questions to your students.	Project for class.
15	<i>Historieta 2: El primer viaje a Nueva York</i> Actividad 1: Ordena la historia Actividad 2: ¿Posible o imposible?	Have students pair up or work individually and complete <i>Actividades 1</i> and <i>2</i> . Review the activities as a class.	Assign beforehand. Students log in and go to pages.
5	<i>Historieta 2: El maestro furioso</i> Actividad 3: Cuéntame la historia	Once everyone is done with <i>Actividades 1</i> and <i>2</i> and you reviewed their work as a class, have students work on <i>Actividad 3</i> on their own. This can be finished as homework, if need be.	Assign beforehand. Students log in and go to page.
-	Exit Ticket	Have students click on the Can-Dos and self-assess, and/or have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Wednesday			
		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. I can order food in a Dominican restaurant.	
10	<i>Historieta 2: El primer viaje a Nueva York</i> Nota de gramática: ¿Qué está pasando?	Write examples of sentences in the present progressive on the board. Read each of the sentences out loud to your students and, as a class, discuss how you know each sentence indicates an action happening right now. Encourage students to find a pattern for the present progressive tense.	Project for class
15	<i>Historieta 2: El primer viaje a Nueva York</i> Nota de gramática:	Have students pair up or work individually and complete the activity. Review their answers as a class. Tip! Add your own examples using the Voces editor. You can write example sentences based on what is actually happening in your classroom at the moment.	Assign beforehand. Students log in and go to page.

	<i>¿Qué está pasando?</i>		
10	<i>Historieta 2: El primer viaje a Nueva York</i> Interpersonal Speaking: Un restaurante dominicano en Nueva York	Spend a few minutes talking about what food you might find on the menu at a Dominican restaurant. Look at the photograph and read the menu options as a class.	Project for class.
15	<i>Historieta 2: El primer viaje a Nueva York</i> Interpersonal Speaking: Un restaurante dominicano en Nueva York	Have students log in and complete the Interpersonal Speaking task on their own. Tip! Use the transcript to read the questions out loud to your students and call on students to give their answers as a form of review.	Assign beforehand. Students log in and go to page.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
Thursday			
		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can read a story about a school trip.	
5	<i>Historia larga 1: El viaje de escuela</i> El viaje de escuela	Project the structures for all to see and review their meaning – whether that is done by using gestures or just projecting and pointing to them.	Project for class.
20	<i>Historia larga 1: El viaje de escuela</i> El viaje de escuela	Option 1: You could have three students act out this story, with one being Marcos, another <i>Abuelo</i> , and a third Gabi. You can also assign other minor parts like Marcos' parents, the agent at the airport, and the teacher. See the notes under "Presenting the Story" on the page in <i>Nuestra historia</i> . You would be telling the story as the students act it out. Option 2: You could also play the audio while showing only the structures on the board. Then, when the audio is done, ask some simple yes/no, true/false questions to make sure everyone understood the story.	Project for class.
25	<i>Historia larga 1: El viaje de escuela</i> Actividad 1: Completa la frase Actividad 2: ¿Probable o improbable?	Have students complete <i>Actividad 1</i> and <i>2</i> on their own. Since the structures in this story have been introduced in the preceding <i>historietas</i> , you can – if you feel your students are ready – have them work independently and treat their scores as quiz grades. Review as a class if time permits.	Assign beforehand. Students log in and go to pages.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
Friday Tip! You could call Friday "Voces video viernes"!			

		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can understand the main idea of a video about a cultural celebration.	
10	<i>Historia larga 1: El viaje de escuela</i> Interpretive Listening: Una celebración en Valencia	Project the video and play it for the class. Pause occasionally to ask yes/no and true/false questions.	Project for class.
20	<i>Historia larga 1: El viaje de escuela</i> Interpretive Listening: Una celebración en Valencia	Have students pair up or work individually and complete the Interpretive Listening task. Review the activity as a class.	Assign beforehand. Students log in and go to page.
20	<i>¡Extra! ¡Extra! Panoramas Puerto Rico Day en Nueva York</i>	Project the panorama on the board and have students log in. Do this together as a class, encouraging students to respond in their own ways. If they need more words, give them to them – writing them on the board as they come up. Make sure you are exploring the panorama with them, pointing out things in the picture and then talking about it.	Project for class and have students log in and go to page.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	

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Week 3

Monday

10-15	<i>Historieta 2: El primer viaje a Nueva York</i> Preguntas personales	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student from before to interview.	Project for class.
10	<i>Historia larga 1: El viaje de escuela</i> El viaje de escuela	Project the structures for all to see and review their meaning – whether that is done by using gestures or just projecting and pointing to them. Review the events in the story by asking yes/no and true/false questions about the plot. You may also want to ask some questions from <i>Actividades 1</i> and <i>2</i> to review.	Project for class.
10	<i>Historia larga 1: El viaje de escuela</i> Actividad 3: Preguntas para ti	Have students work on <i>Actividad 3</i> and then stop them and go over the activity out loud as a class.	Assign beforehand. Students log in and go to page.
10	<i>Historia larga 1: El viaje de escuela</i>	Write examples using the present perfect on the board. Read them aloud and encourage students to find the pattern in the verb formation.	Project for class.

	Nota de gramática: Have you ever...?	Tip! Use examples of things you have done or not done and ask students to guess which ones they think are true.	
10	<i>Historia larga 1: El viaje de escuela</i> Nota de gramática: Have you ever...?	Have students pair up or work individually and complete the activity. Review the activity as a class.	Assign beforehand. Students log in and go to pages.
-	Exit Ticket	Have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Tuesday			
		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can write a story about a school trip. I can understand an infographic about Spain.	
10	<i>Historia larga 1: El viaje de escuela</i> El viaje de escuela	Project the structures for all to see and review their meaning – whether that is done by using gestures or just projecting and pointing to them. Review the events in the story by asking yes/no and true/false questions about the plot.	Project for class.
10	<i>Historia larga 1: El viaje de escuela</i> Actividad 4: Cuéntame la historia	Have students work on <i>Actividad 4</i> and then stop them and go over the activity out loud as a class. Tip! You could also assign this activity as a quiz, having students complete it individually and without the option of leaving the page.	Assign beforehand. Students log in and go to page.
25	<i>Historia larga 1: El viaje de escuela</i> Interpretive Reading: ¡Ciudades de España!	Have students go to the Interpretive Reading: <i>¡Ciudades de España!</i> task and project it. Then, ask students a few questions to prepare them for the authentic material, like <i>¿Qué sabes de las ciudades de España?</i> After establishing meaning of some of the key words from the source, have students complete the Interpretive Reading task individually or with a partner.	Project for class and assign beforehand. Students log in and go to pages.
5	<i>Historia larga 1: El viaje de escuela</i> Interpretive Reading: ¡Ciudades de España!	Review the activity as a class. Tip! Take a vote on which of the cities your students would most like to visit in Spain. It's the last question on the activity.	Students log in and go to pages.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
Wednesday			
10-15	<i>Historieta 3: El Parque del Dominó</i> Preguntas	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student from before to interview.	Project for class.

	personales		
15	<i>Historieta 3: El Parque del Dominó</i> Vocabulario importante	Introduce the <i>Vocabulario importante</i> for <i>Historieta 3</i> – project it on the board and associate a gesture for each structure.	Project for class.
20	<i>Historieta 3: El Parque del Dominó</i> Preguntas personales	Next, do the PQA scripts with your students. Download the scripts and print them out – there are tips for you throughout.	Project for class.
5	<i>Historieta 3: El Parque del Dominó</i> El Parque del Dominó	In preparation for reading the story, show the <i>Investigación cultural</i> video on Maximo Gomez Park in Little Havana. Play a few seconds and pause and clarify meaning, asking simple questions about where this is, what they’re doing, etc.	
-	Exit Ticket	Have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Thursday			
10-15	<i>Historieta 3: El Parque del Dominó</i> Preguntas personales	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student from before to interview.	Project for class.
		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day’s agenda. I can read a story about a vacation.	
20	<i>Historieta 3: El Parque del Dominó</i> El Parque de Dominó	Now, read the story with them. Read it multiple times... <ul style="list-style-type: none"> - First read it only without anything projected, pausing and asking simple questions along the way. - Then read it with the text projected, again asking simple questions as you read. - You may want to act out some of the story, having various students “play” the different characters. 	Project for class.
10	<i>Historieta 3: El Parque del Dominó</i> El Parque de Dominó	Have students log in and complete the high-frequency verbs activity with a classmate. Then go over it as a class.	Assign beforehand. Students log in and go to pages.
10	<i>Historieta 3: El Parque del Dominó</i> Actividad 1: Ordena la historia Actividad 2: ¿Probable o improbable?	Have students begin work on <i>Actividad 1</i> and <i>Actividad 2</i> on their own.	Assign beforehand. Students log in and go to pages.
-	Exit Ticket	Have students click on the Can-Do and self-assess, and/or have	Print out

		students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library under Additional Resources.	Exit Ticket beforehand.
Friday			
10-15	<i>Historieta 3: El Parque del Dominó</i> Preguntas personales	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student from before to interview.	Project for class.
10	<i>Historieta 3: El Parque del Dominó</i> Actividad 1: Ordena la historia Actividad 2: ¿Probable o improbable?	Review the story by going over <i>Actividades 1</i> and <i>2</i> as a class and asking some other comprehension questions as time allows.	Project for class and assign beforehand. Students log in and go to pages.
10	<i>Historieta 3: El Parque del Dominó</i> Actividad 3: Contesta las preguntas	Have students complete <i>Actividad 3</i> . If time permits, spend a few minutes going over the questions.	Assign beforehand. Students log in and go to pages.
5	<i>Historieta 3: El Parque del Dominó</i> Versión alternativa: El Parque del Dominó Actividad	Review the structures for the <i>Versión alternativa: El Parque del Dominó</i> . Use gestures and use the structures in questions you ask your students.	Project for class.
15	<i>Historieta 3: El Parque del Dominó</i> Versión alternativa: El Parque del Dominó Actividad	Play the audio for the <i>Versión alternativa: El Parque del Dominó</i> . At the end, ask a few comprehension questions.	Project for class.
-	Exit Ticket	Have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.

Week 4

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week
Week 4

Monday			
		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can write a letter about my favorite park.	
15	<i>Historieta 3: El Parque del Dominó</i> Versión alternativa: El Parque del Dominó	Re-read the story with them. You may want to: <ul style="list-style-type: none"> - Read it only without anything projected, pausing and asking simple questions along the way. - Read it with the text projected, again asking simple questions as you read. - You may want to act out some of the story, having various students “play” the different characters. 	Project for class.
20	<i>Historieta 3: El Parque del Dominó</i> Actividad 4: ¿Quién es? (versión alternativa) Actividad 5: Preguntas para ti (versión alternativa)	Have students pair up or work individually and complete <i>Actividad 4</i> and <i>Actividad 5</i> . Review the activities as a class.	Assign beforehand. Students log in and go to pages.
15	<i>Historieta 3: El Parque del Dominó</i> Presentational Writing: Mi parque favorito	Have students complete the Presentational Writing task on their own.	Assign beforehand. Students log in and go to pages.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
Tuesday			
10-15	<i>Historieta 4: El mejor restaurante de San Antonio</i> Preguntas personales	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student from before to interview.	Project for class.
10-15	<i>Historieta 4: El mejor restaurante de San Antonio</i> Vocabulario importante	Introduce the <i>Vocabulario importante</i> for <i>Historieta 4</i> – project it on the board and associate a gesture for each structure.	Project for class.
20	<i>Historieta 4: El mejor restaurante de San Antonio</i> Preguntas personales	Next, do the PQA scripts with your students. Download the scripts and print them out – there are tips for you throughout.	Project for class.
10	<i>Historieta 4: El</i>	If time allows, play the first few paragraphs of the story. Or you	Project for

	<i>mejor restaurante de San Antonio</i> El mejor restaurante de San Antonio	could read them out loud. Pause every few sentences and ask simple comprehension questions. You could even incorporate some additional PQAs throughout based on the details from the story.	class.
-	Exit Ticket	Have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Wednesday			
10-15	<i>Historieta 4: El mejor restaurante de San Antonio</i> Preguntas personales	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student from before to interview.	Project for class.
		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can understand a story about a family's restaurant.	
25	<i>Historieta 4: El mejor restaurante de San Antonio</i> El mejor restaurante de San Antonio	Read the story in full, pausing and asking questions along the way. You may want to enlist the help of some "actors" to act out the story.	Project for class.
15	<i>Historieta 4: El mejor restaurante de San Antonio</i> Actividad 1: ¿Cierto o falso? Actividad 2: Lógico o ilógico	Have students work individually or in pairs on <i>Actividad 1</i> and <i>Actividad 2</i> . Tip! <i>Actividad 1</i> includes audio, so students will need headphones. If they don't have headphones, then do this activity as a class.	Project for class.
-	Exit Ticket	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Thursday			
		Introduce the Can-Dos at the beginning of class. Write them on the board, project them for the class, or display them on the day's agenda. I can tell a story about a family's restaurant. I can give some information about myself when applying for a job.	
20	<i>Historieta 4: El</i>	Talk with students about the story – remind them of key	Assign

	<i>mejor restaurante de San Antonio</i> Actividad 3: Cuéntame la historia	characters and events. Then, have students re-tell the story on their own.	beforehand. Students log in and go to page.
15	<i>Historieta 4: El mejor restaurante de San Antonio</i> Nota de gramática: The Best	Have students complete the <i>Nota de gramática</i> afterwards. This can be done independently. In the transition between this task and the next, ask some students what they wrote down – ask what the best restaurant is, what the best city to vacation in is, and so on.	Assign beforehand. Students log in and go to page.
15	<i>Historieta 4: El mejor restaurante de San Antonio</i> Presentational Speaking: Trabajo en un restaurante mexicano local	Lastly, have students do the Presentational Speaking task.	Assign beforehand. Students log in and go to page
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
Friday			
Tip! You could call Friday “Voces video viernes”!			
		Introduce the Can-Dos at the beginning of class. Write them on the board, project them for the class, or display them on the day’s agenda. I can understand some of what someone says about a trip to Machu Picchu. I can identify some common practices in Spain and compare them to my own.	
15	<i>¡Extra! ¡Extra! Entrevistas Luis</i>	Project the video in class. Play a few seconds, and stop at key moments to clarify or ask a simple question or two. End with a few additional comprehension questions, preparing students for the activity.	Project for class.
15	<i>¡Extra! ¡Extra! Entrevistas Luis</i>	Have students work on the activities independently. Tip! Walk around and assist as needed. If they seem to be losing focus, then stop everyone and do the activities as a group. If time permits, review the last question as a class.	Assign beforehand. Students log in and go to page.
10	<i>¡Extra! ¡Extra! El mundo en fotos La playa</i>	Read the description together while projecting the photo. Talk about it – use the transcript (which students can’t see) for ideas on questions to ask. Model what they’ll do on their own.	Project for class.
10	<i>¡Extra! ¡Extra! El mundo en fotos</i>	Have students do the speaking activity.	Assign beforehand. Students log in and go to

	<i>La playa</i>		pages.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week

Week 5

Monday

	<i>Historia larga 2: Aventura en Valencia</i>	Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. I can understand a story about a festival in Spain.	
50	<i>Historia larga 2: Aventura en Valencia</i> Actividad 1: <i>¿Posible o imposible?</i> Actividad 2: <i>Completa la frase</i> Actividad 3: <i>Habla con Julia</i>	Have students log in and work independently on the <i>Historia larga 2</i> section. You could treat this very formally, assigning <i>Actividades 1-3</i> and limiting the number of submissions and even making it so students can't leave the page once they begin. This would be treated like a quiz grade. Tip! If students finish early, have them illustrate and caption the story on the 4 Panel Comic Pages (which you would have to print out ahead of time).	Assign beforehand. Students log in and go to pages.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	

Tuesday

	<i>Historia larga 2: Aventura en Valencia</i>	Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. I can write a story about a festival in Spain.	
20	<i>Historia larga 2: Aventura en Valencia</i> Actividad 4: Un final alternativo	Read the story to students or play the audio, pausing and answering questions throughout. You may want to combine this with reviewing the activities from the day before. The idea here is to check their comprehension and give them a chance to hear the story again before completing <i>Actividad 4</i> .	Project for class.
10	<i>Historia larga 2: Aventura en Valencia</i> Actividad 4: Un final alternativo	Have students complete <i>Actividad 4</i> .	Assign beforehand. Students log in and go to page.
20	<i>¡Extra! ¡Extra! Panoramas Pescador en Puerto Pesquero, San Sebastián, España</i>	Project the panorama on the board and have students log in. Do this together as a class, encouraging students to respond in their own ways. If they need more words, give them to them – writing them on the board as they come up. Make sure you are exploring the panorama with them, pointing out things in the picture and then talking about it.	Project for class and have students log in and go to page.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	

Wednesday

		Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. I can read an article about a Twitter controversy.	
10	<i>¡Extra! ¡Extra!</i>	Read version 1 as a class and complete the activity as a group.	Project for

	<i>Artículos</i> Brillante pero indocumentada		class and assign beforehand. Have students log in and go to page.
15	<i>¡Extra! ¡Extra!</i> <i>Artículos</i> Brillante pero indocumentada	Have students partner up and read version 2 together and complete the second activity together.	Project for class. Have students log in and go to page.
10	<i>¡Extra! ¡Extra!</i> <i>Artículos</i> Brillante pero indocumentada	Have students read the last version on their own and work on the last set of questions.	Project for class. Have students log in and go to page.
20	<i>¡Extra! ¡Extra!</i> <i>Artículos</i> Brillante pero indocumentada	Finally, review student answers to the last question set and open up discussion about the article in general with the class.	Project for class. Have students log in and go to page.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
Thursday			
		Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. I can identify some aspects of national identity.	
15	<i>¡Extra! ¡Extra!</i> <i>El mundo en fotos</i> Los galanes	Spend a few minutes talking about the photograph and reading the description and story. Ask a few comprehension questions in preparation for the interpersonal activity.	Project for class.
15	<i>¡Extra! ¡Extra!</i> <i>El mundo en fotos</i> Los galanes	Have students complete the interpersonal speaking task individually.	Have students log in and go to page.
20	<i>¡Extra! ¡Extra!</i> <i>Notas culturales</i> La inmigración en Estados Unidos: Un debate abierto	Read the culture note to the class. Pause and ask questions. Discuss in more depth by asking the questions on the page out loud to students for discussion. Tip! Depending on your students' proficiency, you could have students answer the questions individually or discuss the questions as a class. Alternatively, you could discuss the questions as a class in Spanish and then allow students to answer the questions in English.	Project for class.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
Friday			
Tip! You could call Friday "Voces video viernes"!			
		Introduce the Can-Dos at the beginning of class. Write them on the board, project them for the class, or display them on the	

		<p>day's agenda.</p> <p>I can understand some of what someone says about the weather where they live and what they do for fun.</p> <p>I can understand some of what someone says about a trip they took.</p> <p>I can give information about myself and where I live.</p>	
15	<i>¡Extra! ¡Extra!</i> <i>Entrevistas</i> Pablo	Project the video in class. Play a few seconds, and stop at key moments to clarify or ask a simple question or two. End with a few additional comprehension questions, preparing students for the activity.	Project for class.
10	<i>¡Extra! ¡Extra!</i> <i>Entrevistas</i> Pablo	Have students work on the activities independently. Walk around and assist as needed. If they seem to be losing focus, then stop everyone and do the activities as a group. If time permits, review the last question as a class.	Assign beforehand. Students log in and go to page.
10	<i>¡Extra! ¡Extra!</i> <i>Entrevistas</i> Alessia	Project the video in class. Play a few seconds, and stop at key moments to clarify or ask a simple question or two. End with a few additional comprehension questions, preparing students for the activity.	Project for class.
10	<i>¡Extra! ¡Extra!</i> <i>Entrevistas</i> Alessia	Have students work on the activities independently. Walk around and assist as needed. If they seem to be losing focus, then stop everyone and do the activities as a group. If time permits, review the last question as a class.	Assign beforehand. Students log in and go to page.
5	<i>¡Extra! ¡Extra!</i> <i>Entrevistas</i> ¿Y tú? ¿Quién eres?	Have students do the speaking activity, modeling their presentation on the two interview presentations they just watched.	Project for class and hand out paper.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	

Week 6

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
Week 6			
Monday			
		<p>Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda.</p> <p>I can identify the similarities between festivals.</p>	
15	<i>¡Extra! ¡Extra!</i> <i>Artículos</i> La procesión de las Ánimas	Have students read versions 1 and 2 and complete the activities for both individually.	Assign beforehand. Students log in and go to page.
10	<i>¡Extra! ¡Extra!</i> <i>Artículos</i> La procesión de las Ánimas	Read the final version as a class, asking a few questions that will help them prepare for the final activity set.	Project for class. Have students log in and go to page.
10	<i>¡Extra! ¡Extra!</i>	Have students complete the final activity. Review as time	Assign

	<i>Artículos</i> La procesión de las Ánimas	allows.	beforehand. Students log in and go to page.
15	<i>¡Extra! ¡Extra!</i> <i>Notas culturales</i> Los Castelleros	Read the culture note to the class. Pause and ask questions. Discuss in more depth by asking the questions on the page out loud to students for discussion. You could compare and contrast this celebration with <i>La procesión de las Ánimas</i> and others students have learned about in this unit.	Project for class. Have students log in and go to page.
	Exit Ticket	Have students click on the Can-Do and self-assess.	
Tuesday			
		Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. I can read about a popular celebration.	
15	<i>¡Extra! ¡Extra!</i> <i>Artículos</i> Cinco de Mayo	Have students read versions 1 and 2 and complete the activities for both individually.	Project for class and assign beforehand. Have students log in and go to page.
10	<i>¡Extra! ¡Extra!</i> <i>Artículos</i> Cinco de Mayo	Read the final version as a class, asking a few questions that will help them prepare for the final activity set.	Project for class and assign beforehand. Have students log in and go to page.
10	<i>¡Extra! ¡Extra!</i> <i>Artículos</i> Cinco de Mayo	Have students complete the final activity. Review as time allows.	
15	<i>Los Estados Unidos y España</i> En mi comunidad	Have students review the items on the class bulletin board. What has been added? Are there flyers for festivals in your area that celebrate any of the celebrations you learned about in the unit? What else can students do in your area to encounter the Spanish language?	Reference the bulletin board in class.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
Wednesday			
Final Unit Assessment – Option 1			
Please note: If you prefer to assign the IPA as the final unit assessment, see Option 2 below.			
5	<i>Zoe y Zack:</i> <i>Una aventura increíble</i> Capítulo uno: <i>¿El mejor viaje?</i>	Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. I can read a chapter of a novel about travel. I can write a journal entry. Tip! Remind students that today will be a formal unit	

		assessment and they will be working independently.	
45	<p><i>Zoe y Zack: Una aventura increíble</i> Capítulo uno: <i>¿El mejor viaje?</i> Actividad 1: <i>¿Quién es?</i> Actividad 2: <i>Mala memoria</i> Actividad 3: La perspectiva de Zack Actividad 4: El diario de Zack</p>	Assign the <i>Zoe y Zack: Una aventura increíble</i> , all parts. Set the assignment so that students can't submit more than one time and can't leave the page once they begin.	Assign beforehand. Have students log in and go to page.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
Thursday Final Unit Assessment – Option 1 Please note: If you prefer to assign the IPA as the final unit assessment, see Option 2 below.			
15	<p><i>Zoe y Zack: Una aventura increíble</i> Capítulo uno: <i>¿El mejor viaje?</i> Actividad 1: <i>¿Quién es?</i> Actividad 2: <i>Mala memoria</i> Actividad 3: La perspectiva de Zack Actividad 4: El diario de Zack</p>	Read <i>Zoe y Zack: Una aventura increíble - Capítulo uno: ¿El mejor viaje?</i> as a class or by playing the audio. Go over <i>Actividades 1-4</i> and review correct answers. More generally, discuss Zack's perspective. Ask students to share their journal entries with others.	Project for class. Have students log in and go to pages.
5	<p>End-of-Unit Review and Assessment <i>¡Mi historia original!</i> <i>Cuéntanos una historia original</i></p>	<p>Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda.</p> <p>I can write an original story. I can tell an original story.</p> <p>Tip! Remind students that this writing/speaking assignment is also a formal assessment and they will be working independently.</p>	
30	<p>End-of-Unit Review and Assessment <i>¡Mi historia original!</i> <i>Cuéntanos una historia</i></p>	Have students create their own story using the target structures. You may wish to assign either writing or telling their original story, or both.	Assign beforehand. Have students log in and go to page(s).

	<i>original</i>		
-		When students finish creating their original story, have them illustrate their story using the 4 Panel Comic Page (which you would need to print off beforehand) or play games in the Voces Game Center.	
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
Wednesday			
Final Unit Assessment – Option 2			
Please note: If you prefer to assign <i>Zoe y Zack: Una aventura increíble</i> and the End-of-Unit Assessment as the final unit assessment, see Option 1 above.			
5	Integrated Performance Assessment Can-Do Self-Assessment	Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day’s agenda. I can understand the main idea of a radio announcement. I can understand an article about sports and culture.	Project for class.
5	Integrated Performance Assessment Context	Read the context and look at the pictures as a class. Tip! Remind students that this assignment is a formal assessment and they will be working independently.	Project for class.
40	Integrated Performance Assessment Interpretive Listening Interpretive Reading	Assign the tasks ahead of time. Set the assignments so that students can only submit one time and can’t leave the page once they begin.	Assign beforehand. Have students log in and go to pages.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
Thursday			
Final Unit Assessment – Option 2			
Please note: If you prefer to assign <i>Zoe y Zack: Una aventura increíble</i> and the End-of-Unit Assessment as the final unit assessment, see Option 1 above.			
5	Integrated Performance Assessment Can-Do Self-Assessment	Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day’s agenda. I can have a conversation about biographical information, hobbies, and culture. I can write about a cultural event. I can explain how a certain practice is important to a cultural identity.	Project for class.
45	Integrated Performance Assessment Interpersonal Speaking Presentational Writing	Assign the tasks ahead of time. Set the assignment so that students can only record or submit one time and can’t leave the page once they begin.	Assign beforehand. Have students log in and go to pages.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
Friday			
End of unit wrap-up day!			

We have provided suggestions for what you can do on this final day of the unit. Feel free to pick and choose from these options or do something different!			
	<i>Unidad 1: La aventura empieza</i> Can-Do Checklist	Have students go to the Can-Do Checklist and complete the “Reflections on My Work” section. Students will self-reflect on their learning and create personal goals for their future learning.	Assign beforehand. Have students log in and go to page.
	<i>Los Estados Unidos y España</i> En mi comunidad	Have students look over their class bulletin board with evidence of community events where Spanish is spoken where they live, including pictures of signs, brochures, menus, and flyers. I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world. Tip! Have students complete the Can-Do, imagining what they will be able to do now that they have completed one unit of <i>Nuestra historia</i> .	Project for class and assign beforehand.
	End-of-Unit Review and Assessment ¡Mi historia original!	Have students share the original stories they wrote.	
	<i>Día de Muertos</i> Reader	If the timing is right (and <i>Día de Muertos</i> is approaching), then read <i>Las mariposas vienen de visita</i> with your students.	
	Voces Game Center	You could also have students play games against each other or as a class!	

Here’s a list of Unit 1 Can-Dos, if you choose to follow our pacing guide and use the Option 1 for the final assessment.

Unit 1 Can-Dos

Interpretive Reading

- I can read a story about a new friend.
- I can read a story about a trip to New York.
- I can read a story about a vacation.
- I can read a story about a school trip.
- I can understand an infographic about Spain.
- I can read an article about a Twitter controversy.
- I can read about a popular celebration.
- I can read a chapter of a novel about travel.

Interpretive Listening

- I can understand a story about a family's restaurant.
- I can understand the main idea of a video about a cultural celebration.
- I can understand some of what someone says about a trip to Machu Picchu.
- I can understand a story about a festival in Spain.

I can understand some of what someone says about the weather where they live and what they do for fun.
I can understand some of what someone says about a trip they took.

Interpersonal Speaking

I can order food in a Dominican restaurant.
I can identify some common practices in Spain and compare them to my own.
I can identify some aspects of national identity.

Presentational Speaking

I can tell a story about a family's restaurant.
I can give some information about myself when applying for a job.
I can give information about myself and where I live.
I can tell an original story.

Presentational Writing

I can tell a story about a trip to New York.
I can write a story about a school trip.
I can write a letter about my favorite park.
I can write a story about a festival in Spain.
I can write a journal entry.
I can write an original story.

Intercultural Competencies

I can talk about family, food, and places in other countries.
I can identify the similarities between festivals.
I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world.

Unit 1 Integrated Performance Assessment Can-Dos

Interpretive Reading

I can understand an article about sports and culture.

Interpretive Listening

I can understand the main idea of a radio announcement.

Interpersonal Speaking

I can have a conversation about biographical information, hobbies, and culture.

Presentational Writing

I can write about a cultural event.

Intercultural Competencies

I can explain how a certain practice is important to a cultural identity.