--*Unidad 1: Familia y amigos*--

I can draw a family of chameleons. (Interpretive Reading)

I can understand a story about Lidia visiting her family in Colombia. (Interpretive Reading)

I can understand a story about making piñatas. (Interpretive Reading)

I can understand a story about the birthday party of Esteban's sister. (Interpretive Reading)

I can understand a story about the wedding of Rosa's sister. (Interpretive Reading)

I can understand vocabulary about family and friends. (Interpretive Reading)

I can match details about the birthday party of Esteban's sister. (Interpretive Reading)

I can match details about the wedding of Rosa's sister. (Interpretive Reading)

I can match details from Lidia's story on the coffee farm. (Interpretive Reading)

I can match details from Marisa's story. (Interpretive Reading)

I can understand a paragraph about birthdays in Colombia. (Interpretive Reading)

I can understand a paragraph about la lotería. (Interpretive Reading)

I can understand a paragraph about a family in Mexico City. (Interpretive Reading)

I can understand a reading about Lidia exploring the forests of Colombia. (Interpretive Reading)

I can understand a reading about Rosa preparing watermelon juice. (Interpretive Reading)

I can draw a pet party. (Presentational Writing)

I can draw my own piñata. (Presentational Writing)

I can draw myself at Maite's wedding. (Presentational Writing)

--*Unidad 3: Pasatiempos y deportes*--

I can match actions to who does them from Esteban and Elisa's story about rivalry. (Interpretive Reading)

I can match characters from Luis's story to the location of their actions. (Interpretive Reading)

I can match characters from Marisa's story to the pastime they enjoy. (Interpretive Reading)

I can match the characters from Luis and Lidia's story to who did the action. (Interpretive Reading)

I can understand a story about Esteban's and Elisa's rivalry. (Interpretive Reading)

I can understand a story about Luis traveling to Michigan. (Interpretive Reading)

I can understand a story about Luis visiting Lidia. (Interpretive Reading)

I can understand a story about Marisa visiting Ecuador. (Interpretive Reading)

I can understand vocabulary about sports and pastimes. (Interpretive Reading)

I can understand a paragraph about a beach sport in Ecuador. (Interpretive Reading)

I can understand a paragraph about playing soccer in Panamá. (Interpretive Reading)

I can understand a paragraph about a town in Panamá. (Interpretive Reading)

I can understand a reading about Rosa discovering different types of bananas in Ecuador. (Interpretive Reading)

I can understand a story about Esteban learning about a sports competition. (Interpretive Reading)

I can draw a sport I invented. (Presentational Writing)

I can draw myself in a band. (Presentational Writing)

I can draw myself traveling on a plane. (Presentational Writing)

I can draw the best soccer team. (Presentational Writing)

--*Unidad 2: Escuela*--

I can match details from Luis's story about zamba. (Interpretive Reading)

I can match Rosa's classmates to the items they are holding. (Interpretive Reading)

I can understand Dex's story about paying attention. (Interpretive Reading)

I can understand Luis's story about zamba. (Interpretive Reading)

I can understand Manuel's story about baseball. (Interpretive Reading)

I can understand Rosa's story about the pirinola. (Interpretive Reading)

I can understand vocabulary about healthy living and the body. (Interpretive Reading)

I can match details from Dex's story about paying attention. (Interpretive Reading)

I can match details from Manuel's story about baseball. (Interpretive Reading)

I can understand a paragraph about students in Argentina. (Interpretive Reading)

I can understand a paragraph about a school in the Dominican Republic. (Interpretive Reading)

I can understand a paragraph about a school playground. (Interpretive Reading)

I can understand a story about visiting a forest in Puerto Rico. (Interpretive Reading)

I can draw myself dancing with friends. (Presentational Writing)

I can draw myself in class or playing baseball. (Presentational Writing)

I can draw myself in my favorite class. (Presentational Writing)

I can draw myself playing pirinola with my friends. (Presentational Writing)

--*Unidad 4: Moda*--

I can match details from a story about Esteban's dance outfit. (Interpretive Reading)

I can match details from a story about Marisa and Rosa traveling to Peru. (Interpretive Reading)

I can understand a story about Esteban's dance outfit. (Interpretive Reading)

I can understand a story about Lidia trying on clothes. (Interpretive Reading)

I can understand a story about Marisa and Rosa traveling to Peru. (Interpretive Reading)

I can understand a story about Pacari's poncho. (Interpretive Reading)

I can understand vocabulary about clothing and fashion. (Interpretive Reading)

I can match details from a story about Lidia shopping for clothes. (Interpretive Reading)

I can match details from the story about Pacari's poncho. (Interpretive Reading)

I can understand a paragraph about a person wearing a poncho. (Interpretive Reading)

I can understand a paragraph about what a girl is wearing. (Interpretive Reading)

I can understand a paragraph about a market in Guatemala. (Interpretive Reading)

I can understand a paragraph about a dance from Peru. (Interpretive Reading)

I can understand a reading about Lidia discovering biodiversity in Guatemala. (Interpretive Reading)

I can design and describe a dance outfit. (Presentational Writing)

I can design and describe a school uniform. (Presentational Writing)

I can design and describe my own poncho. (Presentational Writing)

I can draw and describe a drawing of my family in a cold place. (Presentational Writing)

--*Unidad 5: En la casa*--

I can understand a story about cleaning the house. (Interpretive Reading)

I can understand a story about Dex playing pranks on his family. (Interpretive Reading)

I can understand a story about making food from Venezuela. (Interpretive Reading)

I can understand a story about what Esteban does when he is bored. (Interpretive Reading)

I can understand vocabulary about healthy living and the body. (Interpretive Reading)

I can match descriptions of people and places in a story. (Interpretive Reading)

I can match details from Esteban's story about his house. (Interpretive Reading)

I can match details in a story about Dex playing pranks on his family at home. (Interpretive Reading)

I can understand a paragraph about houses in Honduras. (Interpretive Reading)

I can understand a paragraph about working in a garden. (Interpretive Reading)

I can match descriptions of people in places in a story about Venezuelan food. (Interpretive Reading)

I can understand a paragraph about a market in Pamplona. (Interpretive Reading)

I can understand a story about making a friend from Paraguay. (Interpretive Reading)

I can understand a story about the Mayan ball courts. (Interpretive Reading)

I can answer questions about my room. (Presentational Writing)

I can write about playing a prank. (Presentational Writing)

I can write about what I do and where I go when I am bored at home. (Presentational Writing)

I can write the answers to questions about my room or pet. (Presentational Writing)

--*Unidad 6: Arte*--

I can draw a picture of an adult in a mosaic style. (Interpretive Reading)

I can draw a picture of my classroom in cubist or realist style. (Interpretive Reading)

I can draw a picture of my favorite work of art. (Interpretive Reading)

I can match details from a story about exploring art. (Interpretive Reading)

I can match details in a story about creating a mosaic. (Interpretive Reading)

I can match details in a story about food from El Salvador. (Interpretive Reading)

I can match details in a story about realism and cubism. (Interpretive Reading)

I can understand a story about an art class. (Interpretive Reading)

I can understand a story about creating a mosaic. (Interpretive Reading)

I can understand a story about exploring different types of art. (Interpretive Reading)

I can understand a story about trying new food from El Salvador. (Interpretive Reading)

I can understand vocabulary about art, shapes, and colors. (Interpretive Reading)

I can understand a paragraph about a work of art in El Salvador. (Interpretive Reading)

I can understand a story about art in Madrid, Spain. (Interpretive Reading)

I can share my opinion about the style of house I prefer. (Presentational Speaking)

I can express an opinion about art. (Presentational Speaking)

I can share my opinion about patatas bravas. (Presentational Speaking)

I can write a description about a plate of food from El Salvador. (Presentational Writing)

--*Unidad 7: Cuerpo y comida*--

I can understand a story about Dex being active. (Interpretive Reading)

I can understand a story about Esteban's baseball game. (Interpretive Reading)

I can understand a story about Luis getting ready for music class. (Interpretive Reading)

I can understand a story about Rosa getting ready in the morning. (Interpretive Reading)

I can understand vocabulary about healthy living and the body. (Interpretive Reading)

I can match details in a story about Luis getting ready for music class. (Interpretive Reading)

I can match details in a story about Rosa getting ready for school. (Interpretive Reading)

I can write about an activity I do for healthy living. (Interpretive Reading)

I can match details from a story about Dex being active. (Interpretive Reading)

I can match details in a story about Esteban playing a game of baseball. (Interpretive Reading)

I can understand a paragraph about the capital of Cuba. (Interpretive Reading)

I can understand a paragraph about the streets of Trinidad. (Interpretive Reading)

I can understand a reading about a plant from Nicaragua. (Interpretive Reading)

I can understand a reading about dancing for exercise. (Interpretive Reading)

I can write a few sentences about a special event. (Presentational Writing)

I can write a few sentences about getting ready in the morning. (Presentational Writing)

I can write a few sentences about when I get ready in the morning. (Presentational Writing)

--*Unidad 8: Ciudad y comunidad*--

I can understand a story about Dex exploring the city. (Interpretive Reading)

I can understand a story about Esteban and Ángel taking a bus to a party. (Interpretive Reading)

I can understand a story about Lidia running errands for her father. (Interpretive Reading)

I can understand a story about Marisa and Sara exploring the city. (Interpretive Reading)

I can understand vocabulary about healthy living and the body. (Interpretive Reading)

I can match details from a story about Dex exploring the city. (Interpretive Reading)

I can match details in a story about Esteban and Ángel taking a bus to a party. (Interpretive Reading)

I can match details in a story about Lidia running errands for her father. (Interpretive Reading)

I can match details in a story about Sara and Marisa exploring the city. (Interpretive Reading)

I can understand a paragraph about a city in Bolivia. (Interpretive Reading)

I can understand a paragraph about San Juan, Puerto Rico. (Interpretive Reading)

I can understand a reading about the Salt Plains of Bolivia. (Interpretive Reading)

I can understand a story about baseball in Puerto Rico. (Interpretive Reading)

I can talk about buildings in a city. (Presentational Speaking)

I can describe a party and how I arrived at the party. (Presentational Writing)

I can describe going to buy something by myself. (Presentational Writing)

I can describe Sara and Marisa's day in the city. (Presentational Writing)

I can explain where I go in a city and how I get there. (Presentational Writing)

--*Unidad 9: Viajes*--

I can understand a story about Dex and Esteban visiting Chile. (Interpretive Reading)

I can understand a story about Lidia, Luis, Rosa, Marisa, Esteban, and Dex attending a music festival in Chile. (Interpretive Reading)

I can understand a story about Luis taking a train to Chile. (Interpretive Reading)

I can understand a story about Rosa and Marisa traveling to Chile by plane. (Interpretive Reading)

I can understand vocabulary about world travel. (Interpretive Reading)

I can match details from the story about Luis traveling to Chile on a train. (Interpretive Reading)

I can match details from the story about Marisa and Rosa traveling by plane to Chile. (Interpretive Reading)

I can match details in a story about Dex and Esteban meeting in Chile. (Interpretive Reading)

I can match details in a story about Esteban, Dex, Rosa, Marisa, Lidia, and Luis attending a music festival in Chile. (Interpretive Reading)

I can understand a paragraph about statues on Easter Island. (Interpretive Reading)

I can understand a paragraph about the landscape in Costa Rica. (Interpretive Reading)

I can understand a paragraph about street art in Chile. (Interpretive Reading)

I can understand a paragraph about volcanoes in Costa Rica. (Interpretive Reading)

I can talk about what kind of weather I prefer on vacation. (Presentational Speaking)

I can write about staying at a hotel. (Presentational Writing)

I can write about traveling on a train. (Presentational Writing)

I can write about traveling on an airplane. (Presentational Writing)

I can write about what Lidia and Luis did at the hotel in the evening. (Presentational Writing)