--*Capítulo 1: Perú--*

*I can determine whether a statement is true. (Interpretive Reading)*

*I can determine whether or not a statement is true. (Interpretive Reading)*

*I can read a letter explaining a family's responsibilities. (Interpretive Reading)*

*I can read a simple chore chart. (Interpretive Reading)*

*I can read about a Peruvian archaeologist. (Interpretive Reading)*

*I can read about an Incan ruler. (Interpretive Reading)*

*I can listen to short conversations and determine whether or not they are logical. (Interpretive Listening)*

*I can understand some information about homes in a video. (Interpretive Listening)*

*I can understand some spoken information about a house. (Interpretive Listening)*

*I can describe my home. (Presentational Speaking)*

*I can describe rooms in a house. (Presentational Speaking)*

*I can describe a room in detail. (Presentational Writing)*

*I can describe my dream house. (Presentational Writing)*

*I can write about what my home is like. (Presentational Writing)*

*I can answer simple questions about a house. (Interpersonal Speaking)*

*I can answer simple questions about my chore preferences. (Interpersonal Speaking)*

*I can have a conversation about my home. (Interpersonal Speaking)*

*I can have a conversation about what a home is like. (Interpersonal Speaking)*

*I can have a conversation about what a home is like. (Interpersonal Speaking)*

*I can have a conversation about what chores I have to do. (Interpersonal Speaking)*

*--Capítulo 2: Bolivia--*

*I can identify a place when given an activity. (Interpretive Reading)*

*I can read about a Bolivian educator. (Interpretive Reading)*

*I can read about a conflict in Bolivia. (Interpretive Reading)*

*I can read some basic information from a map. (Interpretive Reading)*

*I can read some basic information from a map. (Interpretive Reading)*

*I can understand some information on an advertisement. (Interpretive Reading)*

*I can understand some information on an advertisement. (Interpretive Reading)*

*I can listen to short conversations and determine whether or not they are logical. (Interpretive Listening)*

*I can understand some words in a video. (Interpretive Listening)*

*I can understand some words in a video. (Interpretive Listening)*

*I can understand some words in an interview. (Interpretive Listening)*

*I can understand some words in an interview. (Interpretive Listening)*

*I can answer some questions in Spanish about myself and my town. (Presentational Speaking)*

*I can give directions to my house. (Presentational Speaking)*

*I can talk about my hometown. (Presentational Speaking)*

*I can talk about my hometown. (Presentational Speaking)*

*I can describe where something is in my town. (Presentational Writing)*

*I can write a city plan. (Presentational Writing)*

*I can give directions from school to my house. (Interpersonal Writing)*

*I can answers simple questions about my home town. (Interpersonal Speaking)*

*I can describe where things are located in a city. (Interpersonal Speaking)*

*I can name stores and places in a city. (Interpersonal Speaking)*

*I can answer questions about a group of Indigenous women in Bolivia. (Intercultural Competencies)*

*I can answer questions about la Pachamama. (Intercultural Competencies)*

*I can answer questions about the Incan trails' system of runners. (Intercultural Competencies)*

*I can answer some questions about travel in Bolivia. (Intercultural Competencies)*

*I can make comparisons between my culture and another. (Intercultural Competencies)*

*I can make comparisons between where I live and Lake Titicaca. (Intercultural Competencies)*

*I can understand some information about a cultural practice in Bolivia. (Intercultural Competencies)*

*--Capítulo 3: Chile--*

*I can determine whether a statement is true. (Interpretive Reading)*

*I can interpret written directions. (Interpretive Reading)*

*I can interpret written directions. (Interpretive Reading)*

*I can match a situation to a command. (Interpretive Reading)*

*I can place a list of instructions in sequential order. (Interpretive Reading)*

*I can read about a Chilean dictator. (Interpretive Reading)*

*I can read about a Chilean poet. (Interpretive Reading)*

*I can read and understand an infographic about earthquakes in Chile. (Interpretive Reading)*

*I can read and understand some infographics about recycling in Chile. (Interpretive Reading)*

*I can recognize words and phrases from an infographic. (Interpretive Reading)*

*I can listen to and understand a video about an iconic symbol for social justice in Chile. (Interpretive Listening)*

*I can listen to short conversations and determine whether or not they are logical. (Interpretive Listening)*

*I can understand a video about public transit. (Interpretive Listening)*

*I can understand simple information in a commercial. (Interpretive Listening)*

*I can understand some words in an interview. (Interpretive Listening)*

*I can understand some words in an interview. (Interpretive Listening)*

*I can answer some questions in Spanish about myself and how I travel. (Presentational Speaking)*

*I can give directions to places of interest in my hometown. (Presentational Speaking)*

*I can create a list of transportation types. (Presentational Writing)*

*I can react to a situation by giving a command. (Presentational Writing)*

*I can react to a situation by giving a command. (Presentational Writing)*

*I can write directions to use the public bus system. (Presentational Writing)*

*I can communicate some basic information about types of transportation in my city. (Interpersonal Speaking)*

*I can communicate some basic information about types of transportation in my city. (Interpersonal Speaking)*

*I can give simple directions between my school and my house. (Interpersonal Speaking)*

*I can help a lost tourist. (Interpersonal Speaking)*

*I can help a lost tourist. (Interpersonal Speaking)*

*I can make comparisons between a Chilean Indigenous group and one in my area. (Intercultural Competencies)*

*I can make comparisons between the public transportation in Santiago and where I live. (Intercultural Competencies)*

*I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Chile to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)*

*--Capítulo 4: Paraguay--*

*I can determine whether a statement is true. (Interpretive Reading)*

*I can match emotions to situations. (Interpretive Reading)*

*I can read about a group of people indigenous to South America. (Interpretive Reading)*

*I can read about a Paraguayan writer. (Interpretive Reading)*

*I can read an infographic about mental health. (Interpretive Reading)*

*I can read and understand a tourism advertisement. (Interpretive Reading)*

*I can read and understand an infographic about stress. (Interpretive Reading)*

*I can read and understand an infographic about the benefits of sleeping. (Interpretive Reading)*

*I can read and understand an infographic about the importance of trees. (Interpretive Reading)*

*I can listen to short conversations and determine whether or not they are logical. (Interpretive Listening)*

*I can understand simple information in a commercial. (Interpretive Listening)*

*I can understand some of what someone says in an interview. (Interpretive Listening)*

*I can understand some of what someone says in an interview. (Interpretive Listening)*

*I can describe my feelings in different situations. (Presentational Speaking)*

*I can talk about how I feel in different circumstances. (Presentational Speaking)*

*I can talk about others' feelings. (Presentational Speaking)*

*I can write about how I feel in different situations. (Presentational Writing)*

*I can write about how someone feels in different situations. (Presentational Writing)*

*I can ask about and discuss human emotions as expressed in images. (Interpersonal Speaking)*

*I can exchange some personal information about how I feel in different circumstances. (Interpersonal Speaking)*

*I can exchange some personal information about how I feel in different contexts. (Interpersonal Speaking)*

*I can respond to simple questions about my feelings. (Interpersonal Speaking)*

*I can answer questions about a traditional Paraguayan dance. (Intercultural Competencies)*

*I can answer questions about an important Paraguayan food. (Intercultural Competencies)*

*I can answer questions about an important Paraguayan food. (Intercultural Competencies)*

*I can compare parades in Paraguay with parades where I live. (Intercultural Competencies)*

*I can understand a video about an important cultural practice in Paraguay. (Intercultural Competencies)*

*I can understand a video and infographic about family farming in Paraguay. (Intercultural Competencies)*

*I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Paraguay to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)*

*I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Paraguay to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)*

*--Capítulo 5: Argentina--*

*I can read a tourism website for Argentina. (Interpretive Reading)*

*I can read about an Argentine footballer. (Interpretive Reading)*

*I can read about an Argentine politician. (Interpretive Reading)*

*I can recognize words and phrases from an infographic. (Interpretive Reading)*

*I can recognize words and phrases from an infographic. (Interpretive Reading)*

*I can understand words and phrases in a flyer about animals. (Interpretive Reading)*

*I can understand words and phrases in a travel poster. (Interpretive Reading)*

*I can listen to short conversations and determine whether or not they are logical. (Interpretive Listening)*

*I can understand a video about biomes. (Interpretive Listening)*

*I can understand some of what someone says in an interview. (Interpretive Listening)*

*I can answer some simple questions about nature. (Presentational Speaking)*

*I can describe the geography of a place I want to visit. (Presentational Speaking)*

*I can describe the geography of a place I want to visit. (Presentational Speaking)*

*I can write an advertisement for a travel destination. (Presentational Writing)*

*I can write sentences using indirect object pronouns. (Presentational Writing)*

*I can write sentences using preterite -ar verbs. (Presentational Writing)*

*I can answer questions about vacation spots near to where I live. (Interpersonal Speaking)*

*I can ask and answer questions about my vacation activities and explain why I like to do them. (Interpersonal Speaking)*

*I can ask and answer questions about my vacation activities and explain why I like to do them. (Interpersonal Speaking)*

*I can talk about the geography and nature where I live. (Interpersonal Speaking)*

*I can answer questions about Argentinian street art. (Intercultural Competencies)*

*I can answer questions about Buenos Aires. (Intercultural Competencies)*

*I can answer questions about glaciers and climate change. (Intercultural Competencies)*

*I can compare festivals in Argentina with those in my own culture. (Intercultural Competencies)*

*I can learn about mate and compare it to drinks in my culture. (Intercultural Competencies)*

*I can learn about mate and compare it to drinks in my culture. (Intercultural Competencies)*

*I can make comparisons between a popular sport in Argentina and my own culture. (Intercultural Competencies)*

*I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Argentina to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)*

*--Capítulo 6: Uruguay--*

*I can interpret a boarding pass. (Interpretive Reading)*

*I can put a dialogue in order. (Interpretive Reading)*

*I can put a dialogue in order. (Interpretive Reading)*

*I can read a flyer about Uruguay. (Interpretive Reading)*

*I can read about an influential group of writers. (Interpretive Reading)*

*I can read about an Uruguayan politician. (Interpretive Reading)*

*I can understand a review of a hotel. (Interpretive Reading)*

*I can understand some words and phrases in an infographic about traveling by airplane. (Interpretive Reading)*

*I can listen to short conversations and determine whether or not they are logical. (Interpretive Listening)*

*I can understand a commercial. (Interpretive Listening)*

*I can understand a conversation between a grandmother and her grandson. (Interpretive Listening)*

*I can understand some of what someone says in an interview. (Interpretive Listening)*

*I can understand some of what someone says in an interview. (Interpretive Listening)*

*I can understand words and phrases in a video about Montevideo. (Interpretive Listening)*

*I can answer simple questions about a trip I took. (Presentational Speaking)*

*I can talk about a stay at a hotel. (Presentational Speaking)*

*I can talk about travel plans to a Spanish-speaking country using photos. (Presentational Speaking)*

*I can write a hotel review. (Presentational Writing)*

*I can write about some items needed for travel. (Presentational Writing)*

*I can write a review for a hotel I stayed at. (Presentational Writing)*

*I can participate in a phone call. (Interpersonal Writing)*

*I can write an email to a friend visiting from abroad. (Interpersonal Writing)*

*I can accept or reject an invitation to do something or go somewhere. (Interpersonal Speaking)*

*I can check in at the airport. (Interpersonal Speaking)*

*I can have a conversation about my home. (Interpersonal Speaking)*

*I can invite someone to do something or go somewhere. (Interpersonal Speaking)*

*I can make a hotel reservation. (Interpersonal Speaking)*

*I can make a hotel reservation. (Interpersonal Speaking)*

*I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Uruguay to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)*

*I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Uruguay to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)*

*I can answer questions about the first eco-school in Uruguay. (Intercultural Competencies)*

*--Capítulo 7: República Dominicana--*

*I can identify an animal based on its description. (Interpretive Reading)*

*I can read about a Dominican fashion designer. (Interpretive Reading)*

*I can read about a national sport. (Interpretive Reading)*

*I can understand words and phrases in an infographic about pets. (Interpretive Reading)*

*I can understand words and phrases in an infographic about pets. (Interpretive Reading)*

*I can recognize the names of animals in a video. (Interpretive Listening)*

*I can understand a video about raccoons. (Interpretive Listening)*

*I can understand a video about whale watching. (Interpretive Listening)*

*I can understand some of what someone says in an interview. (Interpretive Listening)*

*I can understand some of what someone says in an interview. (Interpretive Listening)*

*I can answer some simple questions about animals. (Presentational Speaking)*

*I can talk about a memorable birthday. (Presentational Speaking)*

*I can talk about an exotic animal. (Presentational Speaking)*

*I can talk about an exotic animal. (Presentational Speaking)*

*I can write a letter describing the pet I would like to get. (Presentational Writing)*

*I can write about sponsorship of animals for a shelter. (Presentational Writing)*

*I can write an original story about an animal. (Presentational Writing)*

*I can respond to questions about animals. (Interpersonal Writing)*

*I can write about animals in a zoo. (Interpersonal Writing)*

*I can answer questions about my experience with animals. (Interpersonal Speaking)*

*I can ask and answer questions related to the care of animals. (Interpersonal Speaking)*

*I can talk about animals in a zoo. (Interpersonal Speaking)*

*I can talk about which animals I am afraid of and why. (Interpersonal Speaking)*

*I can answer questions about baseball leagues in the Dominican Republic. (Intercultural Competencies)*

*I can answer questions about the burial of Christopher Columbus. (Intercultural Competencies)*

*I can answer questions about the production of cacao. (Intercultural Competencies)*

*I can make comparisons between the merengue and a type of music or dance from my culture. (Intercultural Competencies)*

*I can use words, phrases, and simple sentences to identify and describe cultural products and practices in the Dominican Republic to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)*

*I can use words, phrases, and simple sentences to identify and describe cultural products and practices in the Dominican Republic to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)*

*--Capítulo 8: Cuba--*

*I can read about a Cuban leader. (Interpretive Reading)*

*I can read about a famous Cuban singer and producer. (Interpretive Reading)*

*I can read infographics about online learning. (Interpretive Reading)*

*I can understand words and phrases in an infographic about smart homes. (Interpretive Reading)*

*I can understand words and phrases in an infographic about social media use. (Interpretive Reading)*

*I can understand words and phrases in an infographic about technology. (Interpretive Reading)*

*I can determine whether a statement is true. (Interpretive Listening)*

*I can understand a commercial. (Interpretive Listening)*

*I can understand a video about an iPhone. (Interpretive Listening)*

*I can understand some of what someone says in an interview. (Interpretive Listening)*

*I can understand some of what someone says in an interview. (Interpretive Listening)*

*I can answer simple questions about social media. (Presentational Speaking)*

*I can describe what I am doing right now. (Presentational Speaking)*

*I can write a persuasive letter about the use of technology in the classroom. (Presentational Writing)*

*I can write a short story about what I did last night. (Presentational Writing)*

*I can write an email to express my opinion on the topic of online classes. (Presentational Writing)*

*I can write a text message to my friend about where and when to meet. (Interpersonal Writing)*

*I can answer simple questions about technology use. (Interpersonal Speaking)*

*I can answer simple questions about technology use. (Interpersonal Speaking)*

*I can talk about problems I have experienced online. (Interpersonal Speaking)*

*I can talk with someone about my personal use of technology. (Interpersonal Speaking)*

*I can answer questions about a Cuban actress. (Intercultural Competencies)*

*I can answer questions about mechanics in Cuba. (Intercultural Competencies)*

*I can make comparisons between regional words in Cuba and regional words in my country. (Intercultural Competencies)*

*I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Cuba to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)*

*--Capítulo 9: Puerto Rico--*

*I can identify a field of study based on a simple description. (Interpretive Reading)*

*I can read a school schedule. (Interpretive Reading)*

*I can read a school transcript. (Interpretive Reading)*

*I can read about a music genre. (Interpretive Reading)*

*I can read about a Puerto Rican actor. (Interpretive Reading)*

*I can read an article about an American studying abroad in Puerto Rico. (Interpretive Reading)*

*I can read an article about someone studying abroad in Puerto Rico. (Interpretive Reading)*

*I can understand an article excerpt about the current job market in Puerto Rico. (Interpretive Reading)*

*I can understand words and phrases in an infographic about studying online. (Interpretive Reading)*

*I can understand words and phrases in job advertisements. (Interpretive Reading)*

*I can understand some of what someone says in a video. (Interpretive Listening)*

*I can understand some of what someone says in an interview. (Interpretive Listening)*

*I can understand some of what someone says in an interview. (Interpretive Listening)*

*I can understand a video about an American studying abroad in Puerto Rico. (Interpretive Listening)*

*I can understand an interview about someone studying abroad in Puerto Rico. (Interpretive Listening)*

*I can answer simple questions about my career plans. (Presentational Speaking)*

*I can talk about my future career. (Presentational Speaking)*

*I can create a list of classes and professions in different categories. (Presentational Writing)*

*I can create a list of classes needed to pursue a variety of careers. (Presentational Writing)*

*I can write a job description for a variety of professions. (Presentational Writing)*

*I can write about famous people and their careers. (Presentational Writing)*

*I can write an essay for a university application. (Presentational Writing)*

*I can develop a simple interview for a famous person about their profession. (Interpersonal Writing)*

*I can answer questions about my future career. (Interpersonal Speaking)*

*I can ask and respond to simple questions about my classes and career choice. (Interpersonal Speaking)*

*I can have a conversation about attending a university in Puerto Rico. (Interpersonal Speaking)*

*I can talk about the details of a career. (Interpersonal Speaking)*

*I can talk with someone about school or work. (Interpersonal Speaking)*

*I can answer questions about a kite festival in Puerto Rico. (Intercultural Competencies)*

*I can answer questions about festivals in Puerto Rico. (Intercultural Competencies)*

*I can make comparisons between the happiness rates in some Latin American countries and my country. (Intercultural Competencies)*

*I can make comparisons between young people in Puerto Rico and in my country. (Intercultural Competencies)*

*I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Puerto Rico to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)*

*--Capítulo 10: Guinea Ecuatorial--*

*I can match an environmental related word with its definition. (Interpretive Reading)*

*I can read about the languages spoken in Equatorial Guinea. (Interpretive Reading)*

*I can read about the natural resources in Equatorial Guinea. (Interpretive Reading)*

*I can read an excerpt about a volcano in Equatorial Guinea. (Interpretive Reading)*

*I can understand words and phrases in an infographic about alternative methods of transportation. (Interpretive Reading)*

*I can understand words and phrases in an infographic about Earth Day. (Interpretive Reading)*

*I can understand words and phrases in an infographic about recycling. (Interpretive Reading)*

*I can understand a public service announcement about the environment. (Interpretive Listening)*

*I can understand some of what someone says in an interview. (Interpretive Listening)*

*I can understand some of what someone says in an interview. (Interpretive Listening)*

*I can understand words and phrases in a video about contaminating water. (Interpretive Listening)*

*I can answer simple questions about how I help the environment. (Presentational Speaking)*

*I can present basic information about something I learned. (Presentational Speaking)*

*I can present basic information about something I learned. (Presentational Speaking)*

*I can talk about what I will do this afternoon. (Presentational Speaking)*

*I can create a list of environmental terms grouped by category. (Presentational Writing)*

*I can write a simple solution to an environmental problem. (Presentational Writing)*

*I can write a short letter offering advice about recycling. (Interpersonal Writing)*

*I can answer questions about recycling. (Interpersonal Speaking)*

*I can talk with someone about a community recycling program. (Interpersonal Speaking)*

*I can talk with someone about taking care of the environment. (Interpersonal Speaking)*

*I can talk with someone about taking care of the environment. (Interpersonal Speaking)*

*I can answer questions about the languages spoken in Equatorial Guinea. (Intercultural Competencies)*

*I can answer questions about the political situation in Equatorial Guinea. (Intercultural Competencies)*

*I can compare slang words in Equatorial Guinea with where I live. (Intercultural Competencies)*

*I can compare the diversity in Equatorial Guinea with diversity in my community. (Intercultural Competencies)*

*I can make comparisons between Independence Day celebrations in Equatorial Guinea and where I live. (Intercultural Competencies)*

*I can present a plan for a music festival. (Intercultural Competencies)*

*I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Equatorial Guinea to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)*

*--Capítulo 11: Estados Unidos--*

*I can read about an American labor activist. (Interpretive Reading)*

*I can read about Spanish speakers in the United States. (Interpretive Reading)*

*I can read an infographic about Day of the Dead. (Interpretive Reading)*

*I can understand words and phrases in an infographic about resolutions. (Interpretive Reading)*

*I can listen to and understand words and phrases from a video about the origin of the word "chicanos." (Interpretive Listening)*

*I can understand a video about Christmas. (Interpretive Listening)*

*I can understand an advertisement for Pride Month. (Interpretive Listening)*

*I can understand some of what someone says in an interview. (Interpretive Listening)*

*I can understand some of what someone says in an interview. (Interpretive Listening)*

*I can answer simple questions about holidays and festivals. (Presentational Speaking)*

*I can present basic information about holidays. (Presentational Speaking)*

*I can write a brief explanation of my family holiday traditions. (Presentational Writing)*

*I can write a paragraph explaining a holiday that I do not celebrate. (Presentational Writing)*

*I can write a paragraph explaining a holiday to someone who doesn't celebrate it. (Presentational Writing)*

*I can write an invitation to a party that I planned. (Presentational Writing)*

*I can write a postcard message about a holiday that I celebrate. (Interpersonal Writing)*

*I can write answers to questions about holidays. (Interpersonal Writing)*

*I can answer questions about holidays. (Interpersonal Speaking)*

*I can have a conversation about holiday celebrations. (Interpersonal Speaking)*

*I can talk about how I celebrate birthdays. (Interpersonal Speaking)*

*I can talk about my favorite holiday and the different activities I partake in during that holiday. (Interpersonal Speaking)*

*I can talk about the holidays that I celebrate. (Interpersonal Speaking)*

*I can answer questions about different perspectives on October 12. (Intercultural Competencies)*

*I can make comparisons between Hispanic Heritage celebrations. (Intercultural Competencies)*

*I can understand words and phrases in an infographic about Cinco de Mayo. (Intercultural Competencies)*

*I can understand words and phrases in an infographic about Día Internacional de la Familia. (Intercultural Competencies)*

*I can use words, phrases, and simple sentences to identify and describe cultural products and practices in the U.S. to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)*

*I can use words, phrases, and simple sentences to identify and describe cultural products and practices in the U.S. to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)*