--*Introducción--*

*I can find my world language classroom without having to ask another student or a teacher for directions. (Interpretive Reading)*

*--Capítulo 1: Venezuela--*

*I can answer questions about the diverse landscapes and unique wildlife of Venezuela and the environmental challenges it faces. (Interpretive Reading)*

*I can comprehend the cultural significance and key features of a traditional dance and music genre in Venezuela. (Interpretive Reading)*

*I can determine a person's nationality after reading where they are from. (Interpretive Reading)*

*I can determine whether ser or estar should be used in a sentence. (Interpretive Reading)*

*I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about the geography and weather of Venezuela. (Interpretive Reading)*

*I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about the history of beauty pageants in Venezuela. (Interpretive Reading)*

*I can identify the topic and some details in an article. (Interpretive Reading)*

*I can interpret a simple description. (Interpretive Reading)*

*I can interpret simple statements about someone's personal characteristics. (Interpretive Reading)*

*I can read an article about festivals and events in Venezuela. (Interpretive Reading)*

*I can read and interpret an authentic article. (Interpretive Reading)*

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

*I can read and understand an infographic about Spanish-speaking people living in the United States and where they are from. (Interpretive Reading)*

*I can read and understand an infographic about the signs of a good friend. (Interpretive Reading)*

*I can understand a paragraph about a person's family. (Interpretive Reading)*

*I can understand a written narrative about a cultural product. (Interpretive Reading)*

*I can understand an article about Yulimar Rojas. (Interpretive Reading)*

*I can understand the main idea and some details in an article about a celebration in Venezuela. (Interpretive Reading)*

*I can answer comprehension questions about the qualities of a good mentor. (Interpretive Reading)*

*I can compare cultural products from different countries. (Interpretive Reading)*

*I can follow dance instructions in Spanish. (Interpretive Reading)*

*I can understand biographical information. (Interpretive Reading)*

*I can make comparisons between practices to help understand perspectives. (Interpretive Reading)*

*I can answer questions about the Afro-descendant voice in Venezuela. (Interpretive Listening)*

*I can understand some of what a person from Argentina says in an interview. (Interpretive Listening)*

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

*I can answer questions about a traditional Venezuelan food. (Interpretive Listening)*

*I can make simple statements to describe people. (Presentational Speaking)*

*I can talk about how my personality influences my reactions. (Presentational Speaking)*

*I can make simple statements to describe myself. (Presentational Writing)*

*I can state personal information about myself on an application. (Presentational Writing)*

*I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Venezuela. (Presentational Writing)*

*I can describe myself including my strengths and areas for improvement. (Presentational Writing)*

*I can write about a festival I would attend in Venezuela. (Presentational Writing)*

*I can ask and answer questions in a conversation about a mentor program. (Interpersonal Speaking)*

*I can discuss important personality traits. (Interpersonal Speaking)*

*I can discuss personality traits for work. (Interpersonal Speaking)*

*I can provide personal information about myself and friends. (Interpersonal Speaking)*

*I can describe myself and why I would be a good mentor. (Interpersonal Speaking)*

*--Capítulo 2: Ecuador--*

*I can answer questions about Ecuadorian soccer. (Interpretive Reading)*

*I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about a unique park in Guayaquil, Ecuador. (Interpretive Reading)*

*I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about New Year's Eve traditions in Ecuador. (Interpretive Reading)*

*I can identify the main ideas in a text. (Interpretive Reading)*

*I can interpret a simple statement and determine how someone would feel in that situation. (Interpretive Reading)*

*I can read an article about the equator in Ecuador. (Interpretive Reading)*

*I can read and interpret an internet advertisement for a car. (Interpretive Reading)*

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

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

*I can read and understand an infographic about how to change a tire. (Interpretive Reading)*

*I can read and understand an infographic about the most popular cars in Latin America. (Interpretive Reading)*

*I can understand a simple sentence about driving. (Interpretive Reading)*

*I can understand an article about Otavalo Market and the cultural significance of this market in Ecuador. (Interpretive Reading)*

*I can understand an article about the Galápagos Islands, including information about animals and their importance. (Interpretive Reading)*

*I can understand the main idea and information in a reading about money. (Interpretive Reading)*

*I can answer comprehension questions about an advertisement. (Interpretive Reading)*

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

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

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

*I can understand some words in a video about Los Ríos, Ecuador. (Interpretive Listening)*

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

*I can describe some of what I see at the scene of a car accident. (Presentational Speaking)*

*I can present about the effects of ignoring traffic laws in other countries. (Presentational Speaking)*

*I can describe a vehicle based on an advertisement and conversation. (Presentational Writing)*

*I can write a paragraph to describe a driving mishap. (Presentational Writing)*

*I can write a short story about driving a car. (Presentational Writing)*

*I can write simple sentences about things that have already taken place. (Presentational Writing)*

*I can express the positive and negative characteristics of a vehicle. (Presentational Writing)*

*I can share what I saw in a video about Otavalo Market in Ecuador. (Presentational Writing)*

*I can summarize a text. (Presentational Writing)*

*I can write about Ecuador's geography and the equator. (Presentational Writing)*

*I can ask questions about a vehicle advertisement. (Interpersonal Speaking)*

*I can discuss my concerns about driving. (Interpersonal Speaking)*

*I can explain a car problem and get help sent to my location. (Interpersonal Speaking)*

*I can talk about driving. (Interpersonal Speaking)*

*I can use transportation vocabulary to ask and answer questions when purchasing a truck. (Interpersonal Speaking)*

*I can express likes and dislikes related to a vehicle. (Interpersonal Speaking)*

*I can identify products and practices to help me understand perspectives in Ecuador. (Intercultural Competencies)*

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

*I can express the importance of following rules to protect the Galápagos Islands. (Intercultural Competencies)*

*--Capítulo 3: Colombia--*

*I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about a survivor story that happened in Colombia. (Interpretive Reading)*

*I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about food and drinks in Colombia. (Interpretive Reading)*

*I can identify the topic in a short informational text about a traditional Colombian profession. (Interpretive Reading)*

*I can make comparisons between products and practices in Colombia to help me understand perspectives. (Interpretive Reading)*

*I can read a description and determine what food, drink, or tablewear is being described. (Interpretive Reading)*

*I can read a description of a food and determine what is being described. (Interpretive Reading)*

*I can read and understand an infographic about food in Colombia. (Interpretive Reading)*

*I can read and understand an infographic about who eats fruits and vegetables regularly. (Interpretive Reading)*

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

*I can understand an article about badeja paisa. (Interpretive Reading)*

*I can understand an article about cuy asado. (Interpretive Reading)*

*I can understand an article about street art in Colombia. (Interpretive Reading)*

*I can understand an article about the city of El Dorado in Colombia. (Interpretive Reading)*

*I can understand an article about the significance of Colombian coffee. (Interpretive Reading)*

*I can understand the main idea and supporting details in a written text. (Interpretive Reading)*

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

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

*I can recognize key words in an article about the city of El Dorado in Colombia. (Interpretive Reading)*

*I can identify the topic and and related information in a video. (Interpretive Listening)*

*I can understand a cooking video about preparing a juice drink. (Interpretive Listening)*

*I can understand a cooking video about preparing hot chocolate. (Interpretive Listening)*

*I can understand a video about how to make envueltos de mazorca. (Interpretive Listening)*

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

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

*I can listen to and identify ingredients in a recipe for preparing a juice drink. (Interpretive Listening)*

*I can listen to and identify ingredients in a recipe for preparing hot chocolate. (Interpretive Listening)*

*I can understand a description of a cultural practice in Colombia. (Interpretive Listening)*

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

*I can listen to and identify the steps in a recipe for preparing a juice drink. (Interpretive Listening)*

*I can listen to and identify the steps in a recipe for preparing hot chocolate. (Interpretive Listening)*

*I can understand a video about street art in Colombia. (Interpretive Listening)*

*I can communicate my preferences for ingredients and flavors. (Presentational Speaking)*

*I can identify and describe some foods that I do and do not like. (Presentational Speaking)*

*I can describe and illustrate the process of preparing a Colombian drink. (Presentational Writing)*

*I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Colombia. (Presentational Writing)*

*I can write simple descriptions of some foods and drinks. (Presentational Writing)*

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

*I can share information about El Dorado's historical impact on Colombia. (Presentational Writing)*

*I can summarize how to make a Colombian drink. (Presentational Writing)*

*I can write my opinion about a drink. (Presentational Writing)*

*I can answer simple questions about my food and drink preferences. (Interpersonal Writing)*

*I can communicate ingredient and food preferences. (Interpersonal Speaking)*

*I can discuss eating healthy and give suggestions to others. (Interpersonal Speaking)*

*I can respond to questions about foods and ingredients. (Interpersonal Speaking)*

*I can state my likes and dislikes about food and drinks. (Interpersonal Speaking)*

*I can ask a person their food and drink preferences. (Interpersonal Speaking)*

*I can interpret and respond to statements about food and drinks in a conversation. (Interpersonal Speaking)*

*I can understand the cultural importance of street art in Colombia. (Intercultural Competencies)*

*I can understand the importance of coffee as a shared experience in Colombian culture. (Intercultural Competencies)*

*I can understand the history and cultural significance of food in Colombia. (Intercultural Competencies)*

*I can compare a hot chocolate drink from Colombia to those of my own culture. (Intercultural Competencies)*

*I can compare typical drinks from Colombia to those of my own culture. (Intercultural Competencies)*

*--Capítulo 4: Panamá--*

*I can answer questions about a famous Panamanian musician. (Interpretive Reading)*

*I can answer questions about a traditional cultural practice. (Interpretive Reading)*

*I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about the first female president of Panamá. (Interpretive Reading)*

*I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about why Panamá is an international retirement destination. (Interpretive Reading)*

*I can read and interpret a news article. (Interpretive Reading)*

*I can read and understand an infographic about migration in the Darién. (Interpretive Reading)*

*I can read and understand an infographic about Twitter use in Mexico. (Interpretive Reading)*

*I can understand an article about Antón valley. (Interpretive Reading)*

*I can understand an article about Fort San Lorenzo. (Interpretive Reading)*

*I can understand an article about the Darién Gap. (Interpretive Reading)*

*I can understand an article about the Emberá village. (Interpretive Reading)*

*I can understand simple sentences about technology and the news. (Interpretive Reading)*

*I can understand the main idea and supporting facts in an informational text. (Interpretive Reading)*

*I can answer comprehension questions about an athlete and her achievements. (Interpretive Reading)*

*I can understand a video about a cultural product and practice. (Interpretive Listening)*

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

*I can understand a video about gymnasts in Panamá. (Interpretive Listening)*

*I can understand a video about migrants in the Darién. (Interpretive Listening)*

*I can understand a video about the Panamá Canal. (Interpretive Listening)*

*I can understand some of what someone from Argentina says in an interview about the news. (Interpretive Listening)*

*I can understand some of what someone from Spain says in an interview about the news. (Interpretive Listening)*

*I can talk about important news articles. (Presentational Speaking)*

*I can answer simple questions about my technology preferences. (Presentational Writing)*

*I can answer simple questions about technology. (Presentational Writing)*

*I can summarize a news story about an accomplishment. (Presentational Writing)*

*I can write a short story explaining an accident. (Presentational Writing)*

*I can write an email about a terrible day. (Presentational Writing)*

*I can create short phrases in the form of hashtags to represent my summary. (Presentational Writing)*

*I can state my opinion about a news story. (Presentational Writing)*

*I can comment using an opinion statement. (Presentational Writing)*

*I can ask questions about an individual's achievements. (Interpersonal Speaking)*

*I can discuss a powerful and positive news story and its impact. (Interpersonal Speaking)*

*I can discuss various news sources. (Interpersonal Speaking)*

*I can respond to questions about my favorite news sources. (Interpersonal Speaking)*

*I can comment on a response using an opinion statement. (Interpersonal Speaking)*

*I can ask if someone has a social media account. (Interpersonal Speaking)*

*I can ask questions about a past event. (Interpersonal Speaking)*

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

*I can understand the daily life and cultural practices of the Emberá. (Intercultural Competencies)*

*--Capítulo 5: Nicaragua--*

*I can determine whether or not the subjunctive is needed. (Interpretive Reading)*

*I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about a Nicaraguan drama known as El Güegüense. (Interpretive Reading)*

*I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about volcano-boarding at the Cerro Negro volcano in Nicaragua. (Interpretive Reading)*

*I can interpret simple sentences about the education and characteristics one needs to obtain a job. (Interpretive Reading)*

*I can interpret simple sentences about various professions. (Interpretive Reading)*

*I can read and understand an infographic about the most in-demand jobs in the world. (Interpretive Reading)*

*I can read and understand an infographic about the most popular and least popular jobs. (Interpretive Reading)*

*I can understand a recipe on how to make gallo pinto. (Interpretive Reading)*

*I can understand a text about a celebration and its cultural significance. (Interpretive Reading)*

*I can understand a text about a popular tourist destination in Nicaragua. (Interpretive Reading)*

*I can understand an article about a cultural practice. (Interpretive Reading)*

*I can understand an article about a legend from Nicaragua. (Interpretive Reading)*

*I can understand an article about applying to engineering school. (Interpretive Reading)*

*I can understand an article about Daisy Zamora. (Interpretive Reading)*

*I can understand an article about the geography of Nicaragua. (Interpretive Reading)*

*I can understand a video about a cultural practice in Nicaragua. (Interpretive Listening)*

*I can understand a video about Indigenous women and their achievements. (Interpretive Listening)*

*I can understand a video about Nicaraguan food in Miami. (Interpretive Listening)*

*I can understand a video about women working in construction in Bolivia. (Interpretive Listening)*

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

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

*I can answer comprehension questions based on a video. (Interpretive Listening)*

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

*I can understand a video on how to make gallo pinto. (Interpretive Listening)*

*I can talk about how to interview well for a job. (Presentational Speaking)*

*I can tell someone what to do in a given situation. (Presentational Speaking)*

*I can tell someone what not to do in a given situation. (Presentational Speaking)*

*I can tell someone what to do in a given situation. (Presentational Writing)*

*I can write information about a group of Indigenous women. (Presentational Writing)*

*I can give an opinion about a group's accomplishments. (Presentational Writing)*

*I can tell someone what not to do in a given situation. (Presentational Writing)*

*I can write about Daisy Zamora and her poetry. (Presentational Writing)*

*I can determine some necessary classes when presented with a career path. (Interpersonal Writing)*

*I can ask and answer questions about someone's career and hobbies. (Interpersonal Speaking)*

*I can compare jobs in my country and Nicaragua with my partner. (Interpersonal Speaking)*

*I can discuss what to write on a scholarship application. (Interpersonal Speaking)*

*I can have a simple conversation about the career paths that interest me. (Interpersonal Speaking)*

*I can respond to questions in a job interview. (Interpersonal Speaking)*

*I can interpret and respond to comments related to careers and hobbies. (Interpersonal Speaking)*

*I can describe a celebration and its origins. (Intercultural Competencies)*

*I can understand a video about a cultural practice. (Intercultural Competencies)*

*I can make a personal connection to the topics in a video. (Intercultural Competencies)*

*--Capítulo 6: España--*

*I can determine whether a comparison is accurate. (Interpretive Reading)*

*I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about a professional tennis player from Spain. (Interpretive Reading)*

*I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about authentic Valencian paella. (Interpretive Reading)*

*I can put my activity preferences in order. (Interpretive Reading)*

*I can read and interpret an article about hobbies. (Interpretive Reading)*

*I can read and understand a text about a cultural practice. (Interpretive Reading)*

*I can read and understand an infographic about the most practiced sports in Spain. (Interpretive Reading)*

*I can read and understand an infographic about the most watched sports in Spain. (Interpretive Reading)*

*I can read and understand an infographic about which countries export the most soccer players. (Interpretive Reading)*

*I can understand a paragraph about someone's hobbies. (Interpretive Reading)*

*I can understand a text about a cultural practice. (Interpretive Reading)*

*I can understand an article about tortilla de patatas and where it comes from. (Interpretive Reading)*

*I can understand an article about Spanish legends and myths. (Interpretive Reading)*

*I can understand an article about the Arab influence on the Spanish language. (Interpretive Reading)*

*I can understand the history and practice of a unique celebration. (Interpretive Reading)*

*I can identify the benefits of specific hobbies. (Interpretive Reading)*

*I can understand an article about the cultural influences of flamenco. (Interpretive Reading)*

*I can understand a conversation about people's hobbies. (Interpretive Listening)*

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

*I can understand some of what someone from Argentina says in an interview about sports and hobbies. (Interpretive Listening)*

*I can understand some of what someone from Spain says in an interview about sports and hobbies. (Interpretive Listening)*

*I can understand a video on how to make tortilla de patatas. (Interpretive Listening)*

*I can talk about popular activities and sports in my community. (Presentational Speaking)*

*I can answer questions about a sports rivalry. (Presentational Writing)*

*I can write a paragraph about my hobbies. (Presentational Writing)*

*I can write a survey incorporating vocabulary for a variety of hobbies. (Presentational Writing)*

*I can write about the cultural influences of flamenco. (Presentational Writing)*

*I can list a variety of hobbies. (Presentational Writing)*

*I can describe my hobbies and their benefits using vocabulary from an article. (Presentational Writing)*

*I can identify my hobbies. (Presentational Writing)*

*I can describe the benefits of my hobbies. (Presentational Writing)*

*I can answer questions about how I feel in different situations. (Interpersonal Writing)*

*I can answer simple questions about the activities I enjoy. (Interpersonal Writing)*

*I can ask and answer questions about my hobbies. (Interpersonal Speaking)*

*I can discuss my hobbies. (Interpersonal Speaking)*

*I can discuss pastimes and sports. (Interpersonal Speaking)*

*I can discuss positives and negatives about activities and sports. (Interpersonal Speaking)*

*I can respond to questions about activities and sports. (Interpersonal Speaking)*

*I can describe the benefits of hobbies. (Interpersonal Speaking)*

*I can list common hobbies for teens. (Interpersonal Speaking)*

*I can ask questions about another person's hobbies. (Interpersonal Speaking)*

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

*--Capítulo 7: México--*

*I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about a unique church situated on top of ruins outside of Puebla, México. (Interpretive Reading)*

*I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about the Mexican hairless dog breed known as the Xoloitzcuintle. (Interpretive Reading)*

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

*I can read and understand an infographic about Mother's Day. (Interpretive Reading)*

*I can read and understand an infographic about Valentine's Day in Mexico. (Interpretive Reading)*

*I can read and understand an infographic about Valentine's Day. (Interpretive Reading)*

*I can understand an article about mariachi music. (Interpretive Reading)*

*I can understand an article about cultural practices to better understand perspectives. (Interpretive Reading)*

*I can understand an article about famous Mexicans in the entertainment industry. (Interpretive Reading)*

*I can understand an article about the Guelaguetza Festival. (Interpretive Reading)*

*I can understand an article about traditional Mexican street corn. (Interpretive Reading)*

*I can understand an informational text. (Interpretive Reading)*

*I can understand the main idea and key pieces of information in an article. (Interpretive Reading)*

*I can understand the main idea and key points in an article about the Tren Maya. (Interpretive Reading)*

*I can understand an infographic about Mexicans in the entertainment industry. (Interpretive Reading)*

*I can listen to and interpret a video about a celebration. (Interpretive Listening)*

*I can understand a video about what some people want for the holidays. (Interpretive Listening)*

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

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

*I can understand a video about how to make esquite. (Interpretive Listening)*

*I can understand the main idea and key points in a video about the Tren Maya. (Interpretive Listening)*

*I can describe a celebration from México. (Presentational Speaking)*

*I can talk about how different communities celebrate a holiday. (Presentational Speaking)*

*I can identify and describe cultural elements of a celebration from México. (Presentational Speaking)*

*I can explain the meaning of a celebration. (Presentational Speaking)*

*I can invite someone to a celebration. (Presentational Speaking)*

*I can answer questions about what I will do in the future. (Presentational Writing)*

*I can answer questions about what I would do in certain situations. (Presentational Writing)*

*I can write about a holiday from a Spanish-speaking country. (Presentational Writing)*

*I can identify and describe cultural elements of a celebration. (Presentational Writing)*

*I can answer questions about traditional Mexican street corn. (Presentational Writing)*

*I can compare practices related to death in México with those in my own culture. (Presentational Writing)*

*I can answer questions about my favorite holiday. (Interpersonal Writing)*

*I can describe my favorite celebration. (Interpersonal Writing)*

*I can ask questions about a celebration. (Interpersonal Writing)*

*I can make plans to attend a celebration. (Interpersonal Writing)*

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

*I can discuss holidays. (Interpersonal Speaking)*

*I can discuss my favorite ways to celebrate. (Interpersonal Speaking)*

*I can discuss traditions for celebrations with a friend. (Interpersonal Speaking)*

*I can respond to questions about my family and celebrations. (Interpersonal Speaking)*

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

*I can compare my community to another community. (Intercultural Competencies)*

*I can identify a cultural product and practice to understand perspectives. (Intercultural Competencies)*

*I can identify a cultural product and some key details. (Intercultural Competencies)*

*I can understand an article about traditions and culture in Oaxaca. (Intercultural Competencies)*

*I can answer questions about a current topic of interest in México. (Intercultural Competencies)*