

Voces® *Nuestra historia* Level 1 Digital Courseware Alignment to ACTFL's World-Readiness Standards for Learning Languages

Nuestra historia Level 1 is an interactive Spanish Comprehensible Input (CI) curriculum with proficiency-based materials for novice-level learners. Level 1 will take your middle or high school students who have no prior experience in Spanish from Novice-Low through Novice-Mid levels of proficiency and beyond.

This standards-based, online program integrates stories, communicative tasks, and culture in a cohesive, all-in-one format accessible to students and teachers from any device.

This document illustrates how Level 1 aligns to ACTFL's World-Readiness Standards for Learning Languages. If you have any questions, call 1-800-848-0256 or email help@vocesdigital.com.

<i>Unidad 1: Mi vida escolar</i>			
1. Communication			
1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.			
Section	Title	Mode	Can-Do
Communicative Task	<i>Compras de material escolar</i>	Speaking	I can talk about what I need for class.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Benito Juárez</i>	Speaking	I can talk about my school.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Amigas de Guatemala</i>	Speaking	I can talk about my friends and what I wear.
<i>México y Guatemala</i>	<i>Descubre México y Guatemala</i>	Speaking	I can talk about places, celebrations, and customs in other countries.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Tania</i>	Writing	I can write a short note about where I live.
Integrated Performance Assessment	Interpersonal Speaking Task	Speaking	I can talk about which school supplies I need for what classes on what days.
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do

<i>Historia larga 1: La muchacha fantástica</i>	<i>Actividad 1: ¿Muchacho o muchacha?</i>	Reading	I can read a story about a boy and a girl in class.
<i>Historia larga 1: La muchacha fantástica</i>	<i>Actividad 3: Opción múltiple</i>	Reading	I can understand events in a story about a boy and a girl in class.
Communicative Task	<i>Útiles escolares</i>	Reading	I can read a list of school supplies.
Communicative Task	<i>Sistema Educativo Nacional</i>	Reading	I can recognize dates and days of the week.
<i>Historia larga 2: Los maestros en México</i>	<i>Actividad 2: Opción múltiple</i>	Reading	I can read a story about school in Mexico.
<i>Historia larga 2: Los maestros en México</i>	<i>Actividad 3: Contesta las preguntas</i>	Reading	I can understand what happened in a story about school in Mexico.
Communicative Task	<i>3er Grado</i>	Reading	I can identify classes and understand days of the week in a class schedule.
<i>Historia larga 3: Pedro el estudiante</i>	<i>Actividad 1: ¿Cierto o falso?</i>	Reading	I can read a story about a student.
<i>Historia larga 3: Pedro el estudiante</i>	<i>Actividad 3: Ordena la historia</i>	Reading	I can understand the order of events in a story about a student.
<i>Historia larga 4: Un maestro no normal</i>	<i>Actividad 1: ¿Cierto o falso?</i>	Reading	I can read a story about a teacher.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Pandillas en Guatemala</i>	Reading	I can read an article on a current event about students in Guatemala.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Tania</i>	Listening	I can understand some of what a person says about where they live.

<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Wendy</i>	Listening	I can understand some of what a person says about themselves and where they live.
Integrated Performance Assessment	Interpretive Reading 1 Task	Reading	I can identify classes and instructors in a class schedule.
Integrated Performance Assessment	Interpretive Reading 2 Task	Reading	I can read a list of classroom supplies.
Integrated Performance Assessment	Interpretive Listening Task	Listening	I can understand a commercial about school supplies.

1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Section	Title	Mode	Can-Do
Communicative Task	<i>Primer día de clases</i>	Speaking	I can say hello to my teacher and introduce myself.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Y tú? ¿Quién eres?</i>	Speaking	I can give information about myself, like my name, how old I am, and where I live.
End-of-Unit Review and Assessment	<i>¡Mi historia original!</i>	Writing	I can write an original story.
End-of-Unit Review and Assessment	<i>Cuéntanos una historia original</i>	Speaking	I can tell an original story.
Integrated Performance Assessment	Presentation Speaking Task	Speaking	I can describe my class schedule, including what classes I have and what supplies I need for each class.

2. Culture

2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: Las escuelas en México</i>	I can understand the differences between

		my school and a school in Mexico.
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: En sus marcas, listos, ¡fuera! Corredores Tarahumara</i>	The art of running for the Tarahumara people
2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.		
Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Panoramas: Chichicastenango</i>	Chichicastenango Market in Guatemala
<i>¡Extra! ¡Extra!</i>	<i>Panoramas: Una clase en México</i>	Rural classroom in Mexico
3. Connections		
3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		
Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: ¿Quieres ir conmigo?</i>	History and geography of Mexico and Guatemala
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.		
Section	Title	Can-Do/Description
<i>Historia larga 2: Los maestros en México</i>	<i>Los maestros en México</i>	Structure of school in Mexico
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Escuela en Guatemala</i>	Building a school in Guatemala
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Huérfanos en LA</i>	Guatemalan teens crossing U.S. border
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Hijos de Estados Unidos en escuelas de mexicanos</i>	U.S. students' lives after parents' deportation to Mexico
4. Comparisons		
4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		
Section	Title	Can-Do/Description

<i>Historieta 2: El maestro furioso</i>	<i>Nota de gramática</i>	<i>Masculino y femenino</i>
<i>Historia larga 1: La muchacha fantástica</i>	<i>Nota de gramática</i>	<i>un/una vs. el/la</i>
<i>Historieta 3: Amigos por teléfono</i>	<i>Nota de gramática</i>	<i>Tú Form</i>
<i>Historieta 4: Una escuela nueva</i>	<i>¡Atención!</i>	<i>Yo Form</i>
<i>Historia larga 4: Un maestro no normal</i>	<i>¡Atención!</i>	<i>No (making sentences negative)</i>

4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: Las lenguas de Guatemala</i>	I can compare languages I learn with languages Guatemalans learn.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Escuela de la CDMX</i>	I can compare my school with a school in Mexico.
Integrated Performance Assessment	Intercultural Competencies Task	I can recognize some similarities and differences between school in Mexico and school in the United States.

5. Communities

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Title	Can-Do/Description
<i>En mi comunidad</i>	Texting and key pals

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Title	Can-Do/Description
Can-Do Checklist	Setting personal language goals, self-assessment on Can-

		Do statements, and unit reflection
Integrated Performance Assessment	Can-Do Self-Assessment	Self-assessment on IPA Can-Do statements

Unidad 2: Mis amigos interesantes			
1. Communication			
1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.			
Section	Title	Mode	Can-Do
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Lo que llevamos</i>	Speaking	I can talk about what I and others wear.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Un hombre orquesta</i>	Speaking	I can talk about what music I prefer.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: La ciudad de Caracas</i>	Speaking	I can talk about where I live.
<i>Venezuela y Costa Rica</i>	<i>Descubre Venezuela y Costa Rica</i>	Speaking	I can talk about places, people, and animals in other countries.
Communicative Task	<i>Mensajes de texto</i>	Writing	I can communicate basic information about myself, including where I live, my age, my personality, and physical characteristics.
Integrated Performance Assessment	Interpersonal Speaking 1 Task	Speaking	I can give very basic information about people, including name, age, and what they look like.
Integrated Performance Assessment	Interpersonal Speaking 2 Task	Speaking	I can talk on the phone, exchanging basic information with someone in Costa Rica.
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do
Communicative Task	<i>¿Estás listo para bailar?</i>	Reading	I can understand an infographic about fashion.
<i>Historia larga 2: El bailador</i>	<i>Actividad 1: ¿Quién es?</i>	Reading	I can read a story about Costa Rican dancers.

<i>Historia larga 3: El gigante sin zapatos</i>	<i>Actividad 1: ¿Quién es?</i>	Reading	I can read a story about a giant.
<i>Historia larga 4: No me gusta la Pepsi</i>	<i>Actividad 1: ¿Cierto o falso?</i>	Reading	I can read a story about a boy who does not like Pepsi.
<i>Historia larga 4: No me gusta la Pepsi</i>	<i>Actividad 2: Contesta las preguntas</i>	Reading	I can understand the events in a story about a boy who does not like Pepsi.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Ropas típicas indígenas</i>	Reading	I can read an article about women in an indigenous group in Bolivia.
<i>Historia larga 1: Una clase diferente</i>	<i>Actividad 1: ¿Quién es?</i>	Reading	I can read a story about two students in Caracas.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Pablo</i>	Listening	I can understand someone's full name, age, hair and eye color, and likes and dislikes.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: María Luisa</i>	Listening	I can understand someone's full name, age, and likes and dislikes.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Josué</i>	Listening	I can understand someone introducing himself and saying what he likes and doesn't like.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Carla</i>	Listening	I can understand someone saying their name, where they are from, and what they like to do.
Communicative Task	<i>Ropa para Bolivia</i>	Listening	I can understand some of what someone is saying about clothing and what people wear.

<i>Profe Loco</i>	<i>Costa Rica es bonita</i>	Listening	I can understand a video about preferences.
<i>Profe Loco</i>	<i>Trabajo, trabajo, trabajo</i>	Listening	I can understand a video about work.
Integrated Performance Assessment	Interpretive Reading Task	Reading	I can understand some information about someone's age, likes, and wishes.
Integrated Performance Assessment	Interpretive Listening Task	Listening	I can understand when people introduce themselves.
1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.			
Section	Title	Mode	Can-Do
Communicative Task	<i>Estudiante nuevo</i>	Speaking	I can communicate basic information about people I know.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Y tú? ¿Quién eres?</i>	Speaking	I can say who I am and what I like and dislike.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Josué</i>	Writing	I can introduce myself and describe my own likes and dislikes.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Carla</i>	Writing	I can write my age, where I'm from, and my likes and dislikes.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: María Luisa</i>	Writing	I can give my full name, age, and likes and dislikes.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Pablo</i>	Writing	I can write my full name, age, hair and eye color, and likes and dislikes.

Communicative Task	<i>¡Hola! ¡Mucho gusto!</i>	Writing	I can introduce myself and give some information about my appearance and personality.
Communicative Task	<i>Bailarines venezolanos</i>	Writing	I can write a comment on social media about a photo.
<i>Historia larga 2: El bailador</i>	<i>Actividad 3: Cuéntame la historia</i>	Writing	I can write a story about Costa Rican dancers.
<i>Historia larga 3: El gigante sin zapatos</i>	<i>Actividad 3: Cuéntame la historia</i>	Writing	I can write a story about a giant.
End-of-Unit Review and Assessment	<i>¡Mi historia original!</i>	Writing	I can write an original story.
End-of-Unit Review and Assessment	<i>Cuéntanos una historia original</i>	Speaking	I can tell an original story.
Integrated Performance Assessment	Presentational Writing Task	Writing	I can write my name, my age, and other basic information about myself.

2. Culture

2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Las escuelas de belleza en Venezuela</i>	I can compare my culture's perspective on beauty with another culture's perspective on beauty.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: La ciudad de Caracas</i>	I can compare the place where I live with Caracas, Venezuela.

2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Section	Title	Can-Do/Description
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<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: La moda de Costa Rica</i>	I can compare what people in my culture wear to special events with what people in another culture wear to special events.
<i>Venezuela y Costa Rica</i>	<i>En mi comunidad</i>	I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world.

3. Connections

3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: ¿Quieres ir conmigo?</i>	History and geography of Costa Rica and Venezuela

3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Las escuelas de belleza en Venezuela</i>	Description of beauty schools and pageants in Venezuela
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Ropas típicas indígenas</i>	Description of typical clothing of an indigenous group in Bolivia
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Un hombre orquesta</i>	Investigation of a musician in Venezuela
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: La ciudad de Caracas</i>	Students compare their city to the city of Caracas in Venezuela

4. Comparisons

4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Section	Title	Can-Do/Description
<i>Historieta 1: El problema con el pelo bonito</i>	<i>Nota de gramática</i>	<i>Los pronombres de objeto indirecto</i>
<i>Historia larga 1: Una clase diferente</i>	<i>Nota de gramática</i>	<i>Gustar</i>
<i>Historia larga 1: Una clase diferente</i>	<i>Nota de gramática</i>	Time of Day
<i>Historieta 1: El problema con el pelo bonito</i>	<i>¡Atención!</i>	Nosotros Form
<i>Historieta 2: La cebra sin rayas</i>	<i>¡Atención!</i>	Ellos/ellas Form
<i>Historia larga 1: Una clase diferente</i>	<i>¡Atención!</i>	<i>Usted</i>
<i>Historieta 3: El hombre bajo</i>	<i>¡Atención!</i>	<i>Ser y estar</i>
<i>Historieta 3: El hombre bajo</i>	<i>¡Atención!</i>	<i>Tú</i> Form

4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: La moda de Costa Rica</i>	I can compare what people in my culture wear to special events with what people in another culture wear to special events.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Ropas típicas indígenas</i>	I can read an article about women in an indigenous group in Bolivia.
Integrated Performance Assessment	Intercultural Competencies Task	I can compare values in another culture with values in my own.

5. Communities

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Title		Can-Do/Description
<i>En mi comunidad</i>		Designing a T-shirt in Spanish

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Title		Can-Do/Description
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection
Integrated Performance Assessment	Can-Do Self-Assessment	Self-assessment on IPA Can-Do statements

Unidad 3: En mi tiempo libre			
1. Communication			
1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.			
Section	Title	Mode	Can-Do
Communicative Task	<i>Parques en Santiago</i>	Speaking	I can talk about where my friend and I will go to hang out.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Melany</i>	Speaking	I can talk about where I live, the weather where I live, and what I like and don't like to do in my free time.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Las pupusas</i>	Speaking	I can talk about what I like to do and where I live.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: El puerto de Valparaíso</i>	Speaking	I can talk about where I go and the weather where I live.
<i>Chile y El Salvador</i>	<i>Descubre Chile y El Salvador</i>	Speaking	I can talk about places and people in other countries.
Communicative Task	<i>Escribiendo notas</i>	Writing	I can answer basic questions about myself in a chat.
Integrated Performance Assessment	Interpersonal Speaking Task	Speaking	I can answer questions about some basic information and what I like to do.
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do
Communicative Task	<i>El clima</i>	Reading	I can recognize some simple weather expressions and understand some familiar words and phrases from a weather forecast.

Communicative Task	<i>Los beneficios de los videojuegos</i>	Reading	I can understand an infographic about video games.
<i>Historia larga 1: La chica atlética</i>	<i>Actividad 1: ¿Quién es?</i>	Reading	I can read a story about two girls.
<i>Historia larga 2: El lápiz mágico</i>	<i>Actividad 1: ¿Cierto o falso?</i>	Reading	I can read a story about a pencil.
<i>Historia larga 2: El lápiz mágico</i>	<i>Actividad 4: Ordena la historia</i>	Reading	I can understand the events in a story about a pencil.
<i>Historia larga 3: El Estadio Cuscatlán</i>	<i>Actividad 1: ¿Quién es?</i>	Reading	I can read a story about a girl who plays soccer.
<i>Historia larga 4: La fiesta de la cueca</i>	<i>Actividad 1: Completa la frase</i>	Reading	I can read a story about a party.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: La Isla de Pascua</i>	Reading	I can read an article about Easter Island.
Communicative Task	<i>Pronóstico del tiempo</i>	Listening	I can recognize some common weather expressions.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Lara</i>	Listening	I can understand someone talking about the weather and what they do during different seasons where they live.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Eduardo</i>	Listening	I can understand someone talking about the weather and what they like and dislike about where they live.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Melany</i>	Listening	I can understand someone describing where they live, the weather there, and what they like and don't like to do in their free time.

<i>Profe Loco</i>	<i>El secreto en el clóset</i>	Listening	I can understand a video about technology and music.
<i>Profe Loco</i>	<i>Chalupa está aburrido</i>	Listening	I can understand a video about feelings.
Integrated Performance Assessment	Interpretive Reading Task	Reading	I can usually understand short simple messages on familiar topics.

1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Section	Title	Mode	Can-Do
Communicative Task	<i>Mascotas</i>	Speaking	I can talk about myself and my personality.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Y tú? ¿Quién eres?</i>	Speaking	I can describe where I live, what the weather is like, and what hobbies and pastimes I like and dislike.
<i>Historia larga 3: El Estadio Cuscatlán</i>	<i>Actividad 3: Cuéntame la historia</i>	Speaking	I can tell a story about a girl who plays soccer.
<i>Historia larga 4: La fiesta de la cueca</i>	<i>Actividad 2: Cuéntame la historia</i>	Speaking	I can tell a story about a party.
Communicative Task	<i>Correo electrónico: ¿Dónde vives?</i>	Writing	I can write simple sentences about where I live.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Lara</i>	Writing	I can describe where I live, say what the weather is like, and say what hobbies and pastimes I do.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Eduardo</i>	Writing	I can describe where I live, say what the weather is like, and say what I like and dislike about where I live.

<i>Historia larga 1: La chica atlética</i>	<i>Actividad 4: Un final alternativo</i>	Writing	I can rewrite the ending of a story about two girls.
End-of-Unit Review and Assessment	<i>¡Mi historia original!</i>	Writing	I can write an original story.
End-of-Unit Review and Assessment	<i>Cuéntanos una historia original</i>	Speaking	I can tell an original story.
Integrated Performance Assessment	Presentation Task	Speaking	I can describe where I live, say what the weather is like, and say what I do there.
Integrated Performance Assessment	Presentation Writing Task	Writing	I can write about activities and places.

2. Culture

2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Artículos: ¿Deportistas o deportados?</i>	I can compare my life to the life of a deportee.
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: El clima de Chile</i>	I can compare the geography and climate where I live with that of Chile.
<i>Chile y El Salvador</i>	<i>En mi comunidad</i>	I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world.

2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: Actividades en El Salvador</i>	I can compare my community with a community in El Salvador.

<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Las pupusas</i>	Traditional food in El Salvador
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Artesanía en El Salvador</i>	Products created by artisans in El Salvador
3. Connections		
3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		
Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: ¿Quieres ir conmigo?</i>	History and geography of El Salvador and Chile
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.		
Section	Title	Can-Do/Description
<i>Historia larga 4: La fiesta de la cueca</i>	<i>La fiesta de la cueca</i>	Story of a traditional dance in Chile
<i>¡Extra! ¡Extra!</i>	<i>Artículos: ¿Deportistas o deportados?</i>	Story of a person deported from Los Angeles to El Salvador
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Artesanía en El Salvador</i>	Products created by artisans in El Salvador
4. Comparisons		
4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		
Section	Title	Can-Do/Description
<i>Historieta 3: La muchacha organizada</i>	<i>Nota de gramática</i>	<i>Verbos y adjetivos</i>
<i>Historia larga 3: El Estadio Cuscatlán</i>	<i>Nota de gramática</i>	<i>Formas de verbos</i>
<i>Historia larga 4: La fiesta de la cueca</i>	<i>Nota de gramática</i>	<i>Verbos + infinitivos</i>
<i>Historieta 2: El artista salvadoreño</i>	<i>¡Atención!</i>	<i>¿Gusta o gustan?</i>

<i>Historieta 3: La muchacha organizada</i>	<i>¡Atención!</i>	<i>Pasado</i>
<i>Historia larga 2: El lápiz mágico</i>	<i>¡Atención!</i>	<i>Ese y este</i>
4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.		
Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: Actividades en El Salvador</i>	I can compare my community with a community in El Salvador.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: La Isla de Pascua</i>	I can read an article about Easter Island.
<i>¡Extra! ¡Extra!</i>	<i>Panoramas: Las ruinas de Tazumal</i>	Investigation of an important historical site in El Salvador
Integrated Performance Assessment	Presentational Speaking Task	I can compare daily life and people in El Salvador with those where I live.
5. Communities		
5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.		
Title		Can-Do/Description
<i>En mi comunidad</i>		Comparison of measurement standards and investigation of international news
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
Title		Can-Do/Description
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

Integrated Performance Assessment	Can-Do Self-Assessment	Self-assessment on IPA Can-Do statements
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Unidad 4: Navegando el mundo digital			
1. Communication			
1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.			
Section	Title	Mode	Can-Do
Communicative Task	<i>Los lugares para visitar en República Dominicana</i>	Speaking	I can answer questions about where I am going.
<i>España y República Dominicana</i>	<i>Descubre España y República Dominicana</i>	Speaking	I can talk about places and people in other countries.
Communicative Task	<i>Manda un mensaje con WhatsApp</i>	Writing	I can send and receive text messages.
Integrated Performance Assessment	Interpersonal Writing Task	Writing	I can send and receive text messages.
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do
Communicative Task	<i>Aplicaciones más populares</i>	Reading	I can understand an infographic about cell phones.
<i>Historia larga 1: Un comentario nuevo en YouTube</i>	<i>Actividad 1: Completa la frase</i>	Reading	I can read a story about music on YouTube.
<i>Historia larga 2: El vendedor de empanadas</i>	<i>Actividad 1: Ordena la historia</i>	Reading	I can read a story about a social media campaign.
<i>Historia larga 2: El vendedor de empanadas</i>	<i>Actividad 3: Contesta las preguntas</i>	Reading	I can understand what happened in a story about a social media campaign.
<i>Historia larga 3: Un mensaje del teatro</i>	<i>Actividad 1: ¿Cierto o falso?</i>	Reading	I can read a story about trying to purchase tickets to a concert.
<i>Historia larga 4: ¡Nada de mensajes en la clase de español!</i>	<i>Actividad 1: ¿Quién es?</i>	Reading	I can read a story about sending text messages in school.

<i>Historia larga 4: ¡Nada de mensajes en la clase de español!</i>	<i>Actividad 3: Contesta las preguntas</i>	Reading	I can understand what happened in a story about sending text messages in school.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Valientes contra el acoso escolar</i>	Reading	I can read an article about efforts to combat bullying.
Communicative Task	<i>El teléfono móvil (anuncio)</i>	Listening	I can recognize pieces of information and sometimes understand the main topic of what is being said in a commercial.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Afra</i>	Listening	I can understand someone talking about technology they use.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Claudia</i>	Listening	I can understand someone talking about music and technology.
<i>Profe Loco</i>	<i>En busca del Chupacabra</i>	Listening	I can understand a video about el Chupacabra.
<i>Profe Loco</i>	<i>Lolo, el DJ</i>	Listening	I can understand a video about music.
Integrated Performance Assessment	Interpretive Reading Task	Reading	I can understand an infographic about cell phones.
Integrated Performance Assessment	Interpretive Listening Task	Listening	I can understand a video about <i>nomofobia</i> .
1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.			
Section	Title	Mode	Can-Do

Communicative Task	<i>Mensaje a los amigos en España</i>	Speaking	I can create a video profile to describe myself, what I like to do, and some of my favorite things.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Y tú? ¿Quién eres?</i>	Speaking	I can explain how I use technology.
Communicative Task	<i>Instagram en español</i>	Writing	I can write a social media profile to describe myself and what I like to do.
<i>Historia larga 1: Un comentario nuevo en YouTube</i>	<i>Actividad 3: Un final alternativo</i>	Writing	I can write a new ending to a story I read about music on YouTube.
<i>Historia larga 3: Un mensaje del teatro</i>	<i>Actividad 4: Cuéntame la historia</i>	Writing	I can write a story about trying to purchase tickets to a concert.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Afra</i>	Writing	I can write about technology I use.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Claudia</i>	Writing	I can write about music and technology.
End-of-Unit Review and Assessment	<i>¡Mi historia original!</i>	Writing	I can write an original story.
End-of-Unit Review and Assessment	<i>Cuéntanos una historia original</i>	Speaking	I can tell an original story.
Integrated Performance Assessment	Presentational Writing Task	Writing	I can write social media posts. I can identify popular social media apps in Spanish-speaking countries.
2. Culture			
2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.			
Section	Title	Can-Do/Description	
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Un café en Sevilla</i>	I can compare my city with a city in Spain.	

<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Las playas perfectas dominicanas</i>	I can compare vacation activities where I live with those in the Dominican Republic.
<i>España y República Dominicana</i>	<i>En mi comunidad</i>	I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world.

2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Artículos: «WhatsApp» cambia la vida de los españoles</i>	I can compare a technology I use with technology people in other countries use.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Un kiosco en Barcelona</i>	I can compare my city with a city in Spain.

3. Connections

3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: ¿Quieres ir conmigo?</i>	History and geography of Spain and the Dominican Republic

3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Valientes contra el acoso escolar</i>	Different solutions to bullying in schools

<i>¡Extra! ¡Extra!</i>	<i>Artículos: «WhatsApp» cambia la vida de los españoles</i>	I can compare a technology I use with technology people in other countries use.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Tolerancia hacia el terrorismo a través de Twitter</i>	Young woman who was prosecuted for offensive tweets in Spain
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: Tecnología en República Dominicana</i>	Efforts to increase access to technology in the Dominican Republic
4. Comparisons		
4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		
Section	Title	Can-Do/Description
<i>Historieta 3: Mi programa favorito</i>	<i>Nota de gramática</i>	<i>-mente</i>
<i>Historieta 1: Un video de música con Enrique</i>	<i>¡Atención!</i>	<i>Todo el día y todos los días</i>
<i>Historia larga 3: Un mensaje del teatro</i>	<i>¡Atención!</i>	<i>La fecha en español</i>
4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.		
Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: ¡Baile en República Dominicana!</i>	Two traditional dances of the Dominican Republic
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: La música de España</i>	Traditional music from Spain
<i>¡Extra! ¡Extra!</i>	<i>Panoramas: La Virgen de la Altagracia, República Dominicana</i>	Investigation of religious practices in the Dominican Republic
Integrated Performance Assessment	Presentation Writing Task	I can identify popular social media apps in Spanish-speaking countries.

5. Communities		
5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.		
Title		Can-Do/Description
<i>En mi comunidad</i>		Music and sports from other countries
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
Title		Can-Do/Description
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection
Integrated Performance Assessment	Can-Do Self-Assessment	Self-assessment on IPA Can-Do statements

Unidad 5: Un mundo nuevo			
1. Communication			
1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.			
Section	Title	Mode	Can-Do
<i>Bolivia y Honduras</i>	<i>Descubre Bolivia y Honduras</i>	Speaking	I can talk about places and people in other countries.
Communicative Task	<i>La ruta de la muerte</i>	Writing	I can ask and answer questions about where someone is and where someone went.
Communicative Task	<i>Tu viaje a Yoro</i>	Speaking	I can answer questions about something I learned.
Integrated Performance Assessment	Interpersonal Writing Task	Writing	I can talk about ways to help people access formal education.
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do
<i>Historia larga 1: Dos abuelos</i>	<i>Actividad 1: Opción múltiple</i>	Reading	I can read a story about grandparents.
<i>Historia larga 1: Dos abuelos</i>	<i>Actividad 3: Contesta las preguntas</i>	Reading	I can understand a story about grandparents.
<i>Historia larga 2: De vacaciones</i>	<i>Actividad 1: Completa la frase</i>	Reading	I can read a story about a family vacation.
<i>Historia larga 3: Una estudiante de los Estados Unidos</i>	<i>Actividad 1: Ordena la historia</i>	Reading	I can read a story about a family in Bolivia.

Communicative Task	<i>Población de grandes ciudades en Bolivia</i>	Reading	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.
<i>Extra! ¡Extra!</i>	<i>Artículos: La carretera de la muerte</i>	Reading	I can read an article about a dangerous road in Bolivia.
Communicative Task	<i>Bailando para la vida</i>	Listening	I can understand the main idea and some details in a video about break dancers.
Communicative Task	<i>La lluvia de peces</i>	Reading	I can understand an article about a weather phenomenon.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Carlos</i>	Listening	I can understand someone describe their family.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Mariana</i>	Listening	I can understand information about a person and their family members.
<i>Profe Loco</i>	<i>Sí, se puede</i>	Listening	I can understand a video about what one can and can't do.
<i>Profe Loco</i>	<i>Llegamos a Honduras</i>	Listening	I can understand a video about traveling.
Integrated Performance Assessment	Interpretive Reading Task	Reading	I can read a graph.
Integrated Performance Assessment	Interpretive Listening Task	Listening	I can understand a video about a boy who lives in Bolivia.
1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.			
Section	Title	Mode	Can-Do

<i>Historia larga 3: Una estudiante de los Estados Unidos</i>	<i>Actividad 3: Cuéntame la historia</i>	Speaking	I can tell a story about a family in Bolivia.
Communicative Task	<i>La familia de Honduras</i>	Speaking	I can describe a family in Honduras.
Communicative Task	<i>Los abuelos en Bolivia</i>	Writing	I can describe my family.
<i>Historia larga 2: De vacaciones</i>	<i>Actividad 3: Cuéntame la historia</i>	Writing	I can write a story about a family vacation.

End-of-Unit Review and Assessment	<i>¡Mi historia original!</i>	Writing	I can write an original story.
End-of-Unit Review and Assessment	<i>Cuéntanos una historia original</i>	Speaking	I can tell an original story.
Integrated Performance Assessment	Presentation Writing Task	Writing	I can explain my goals and plan for helping people in Bolivia. I can ask others to collaborate on reaching a goal.

2. Culture

2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Peculiaridades de Santa Cruz de la Sierra</i>	I can compare the place where I live with a city in Bolivia.
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: La vida en Honduras</i>	Investigation of life and work in Honduras
<i>Bolivia y Honduras</i>	<i>En mi comunidad</i>	I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world.

2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: La pobreza en Honduras</i>	I can compare the economic situation in Honduras with my own.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Los mototaxis en Tegucigalpa</i>	I can compare public transportation in Honduras with my community.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Las mujeres bolivianas</i>	I can compare

		clothing in Bolivia with my own.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Peculiaridades de Santa Cruz de la Sierra</i>	I can compare the place where I live with a city in Bolivia.
3. Connections		
3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		
Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: ¿Quieres ir conmigo?</i>	History and geography of Bolivia and Honduras
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.		
Section	Title	Can-Do/Description
<i>Historia larga 3: Una estudiante de los Estados Unidos</i>	<i>Una estudiante de los Estados Unidos</i>	Story of an exchange student from the United States to Bolivia
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: La vida en Honduras</i>	Hardships in Honduras and reasons for immigration to the U.S.
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: La gente de Bolivia</i>	Investigation of the people and culture in Bolivia
4. Comparisons		
4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		
Section	Title	Can-Do/Description
<i>Historieta 2: La familia boliviana</i>	<i>Nota de gramática</i>	More About Gender

<i>Historieta 3: Rally en Honduras</i>	<i>Nota de gramática</i>	More on Infinitives
<i>Historieta 1: El viaje en avión</i>	<i>¡Atención!</i>	Reflexive Pronoun <i>se</i>
<i>Historia larga 1: Dos abuelos</i>	<i>¡Atención!</i>	<i>Le</i> and <i>la</i>
<i>Historia larga 3: Una estudiante de los Estados Unidos</i>	<i>¡Atención!</i>	<i>El pasado en contexto</i>

4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Section	Title	Can-Do/Description
<i>Historieta 4: Un viaje al campo</i>	Interpretive Listening: <i>Bailando para la vida</i>	I can understand the main idea and some details in a video about break dancers.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Los mototaxis en Tegucigalpa</i>	I can compare public transportation in Honduras with my community.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Las mujeres bolivianas</i>	I can compare clothing in Bolivia with my own.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Festejos en el aniversario de la llegada de africanos a Honduras</i>	History and culture of people of African descent in Honduras
Integrated Performance Assessment	Presentational Writing Task	I can ask others to collaborate on reaching a goal.

5. Communities

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Title	Can-Do/Description
<i>En mi comunidad</i>	Interview a Spanish-speaking relative or friend

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Title		Can-Do/Description
Can-Do Checklist		Setting personal language goals, self-assessment on Can-
		Do statements, and unit reflection
Integrated Performance Assessment	Can-Do Self-Assessment	Self-assessment on IPA Can-Do statements

Unidad 6: Tradiciones culturales			
1. Communication			
1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.			
Section	Title	Mode	Can-Do
Communicative Task	<i>Una cena en Ponce</i>	Speaking	I can have a conversation about my family.
<i>Panamá y Puerto Rico</i>	<i>Descubre Panamá y Puerto Rico</i>	Speaking	I can talk about places and people in other countries.
Communicative Task	<i>Viaje a Ponce</i>	Writing	I can write and respond to written questions about what I want to do.
Integrated Performance Assessment	Interpersonal Speaking Task	Speaking	I can talk about my family and our traditions.
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do
<i>Historia larga 1: Una quinceañera en barco</i>	<i>Actividad 1: ¿Quién es?</i>	Reading	I can read a story about a <i>quinceañera</i> .
<i>Historia larga 2: No te duermas en el bosque</i>	<i>Actividad 1: ¿Cierto o falso?</i>	Reading	I can read a story about a trip to visit grandma.
<i>Historia larga 3: El crucero de cumpleaños</i>	<i>Actividad 2: ¿Posible o imposible?</i>	Reading	I can understand a story about a cruise.
<i>Historia larga 4: Vamos de campamento</i>	<i>Actividad 2: ¿Probable o improbable?</i>	Reading	I can understand a story about camping.
Communicative Task	<i>Ser puertorriqueño</i>	Reading	I can read a short text about national identity.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: El «dubidubi» es parte de la cultura puertorriqueña</i>	Reading	I can read an article about a cultural practice.

Communicative Task	<i>La quinceañera de tu amiga</i>	Listening	I can understand the main idea of a video about a cultural celebration.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Rogelio</i>	Listening	I can understand someone talking about festivals and other traditions in their community.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: César</i>	Listening	I can understand someone talking about what their community is known for.
<i>Profe Loco</i>	<i>¡Agarra comida!</i>	Listening	I can understand a video about a crazy professor.
<i>Profe Loco</i>	<i>¿Dónde está Lolo?</i>	Listening	I can understand a video about fear.
Integrated Performance Assessment	Interpretive Reading Task	Reading	I can read a text about cultural traditions.
Integrated Performance Assessment	Interpretive Listening Task	Listening	I can understand a video about cultural traditions.
1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.			
Section	Title	Mode	Can-Do
Communicative Task	<i>Un viaje a Altos de Campana</i>	Speaking	I can talk about vacation activities in Panama.
Communicative Task	<i>El bosque nacional El Yunque</i>	Writing	I can write about what I am doing.
<i>Historia larga 1: Una quinceañera en barco</i>	<i>Actividad 4: Un final alternativo</i>	Writing	I can write the ending of a story about a <i>quinceañera</i> .
<i>Historia larga 2: No te duermas en el bosque</i>	<i>Actividad 4: Un final alternativo</i>	Writing	I can write an alternative ending to a story about a trip to visit grandma.

<i>Historia larga 4: Vamos de campamento</i>	<i>Actividad 4: Un final alternativo</i>	Writing	I can write an alternative ending to a story about camping.
<i>Historia larga 3: El crucero de cumpleaños</i>	<i>Actividad 3: Cuéntame la historia</i>	Writing	I can write a story about a cruise.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Rogelio</i>	Writing	I can write about festivals and other traditions in my community.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: César</i>	Writing	I can write about what my community is known for.
End-of-Unit Review and Assessment	<i>¡Mi historia original!</i>	Writing	I can write an original story.
End-of-Unit Review and Assessment	<i>Cuéntanos una historia original</i>	Speaking	I can tell an original story.
Integrated Performance Assessment	Presentational Speaking Task	Speaking	I can talk about the importance of cultural traditions.

2. Culture

2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: El canal panameño</i>	I can compare landmarks in Panama with those in my own country.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Carrera de barcos dragón en Panamá</i>	I can compare festivals in Panama with those in my own community.
<i>Panamá y Puerto Rico</i>	<i>En mi comunidad</i>	I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world.

2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect

on the relationship between the products and perspectives of the cultures studied.		
Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Las Molas</i>	I can compare traditions in Panama with my own culture.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: La fortaleza de San Juan</i>	I can compare historical sites in Puerto Rico with those in my country.
3. Connections		
3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		
Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: ¿Quieres ir conmigo?</i>	History and geography of Panama and Puerto Rico
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.		
Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: César</i>	Festivals and music in Puerto Rico
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Las redes sociales arruinan su quinceañera</i>	The importance of the 15th birthday in Mexico
<i>¡Extra! ¡Extra!</i>	<i>Artículos: El «dubidubi» es parte de la cultura puertorriqueña</i>	The importance of a hairstyle in Puerto Rico
4. Comparisons		
4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		
Section	Title	Can-Do/Description
<i>Historia larga 1: Una quinceañera en barco</i>	<i>Nota de gramática</i>	<i>Pasado, presente y futuro</i>
<i>Historieta 3: El bosque misterioso</i>	<i>Nota de gramática</i>	<i>se pone + emotion</i>

<i>Historia larga 2: No te duermas en el bosque</i>	<i>Nota de gramática</i>	Subjunctive Mood
<i>Historieta 2: El niño viajero</i>	<i>¡Atención!</i>	<i>Está vs. estaba</i>
<i>Historieta 4: No llegues tarde</i>	<i>¡Atención!</i>	Giving Advice
4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.		
Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: La identidad de la gente en Puerto Rico</i>	Investigation of how Puerto Ricans connect with their culture and identity
<i>¡Extra! ¡Extra</i>	<i>Notas culturales: La gente emberá de Panamá</i>	Investigation of cultural traditions in Panama
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Carrera de barcos dragón en Panamá</i>	I can compare festivals in Panama with those in my own community.
Integrated Performance Assessment	Presentational Speaking Task	I can compare my own cultural traditions with other cultural traditions.
5. Communities		
5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.		
Title		Can-Do/Description
<i>En mi comunidad</i>		Guest speaker discusses travels to Spanish-speaking countries
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
Title		Can-Do/Description
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and

		unit reflection
Integrated Performance Assessment	Can-Do Self-Assessment	Self-assessment on IPA Can-Do statements