

## Voces® Nuestra historia Level 3 Digital Courseware Alignment to ACTFL's World-Readiness Standards for Learning Languages

**Nuestra historia Level 3** is an interactive Spanish Comprehensible Input (CI) curriculum with proficiency-based materials for intermediate-level learners. Level 3 will take your middle or high school students from a Novice-High level of proficiency to an Intermediate-Mid level 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.

Please explore the charts below to learn how Level 3 aligns to ACTFL's World-Readiness Standards for Learning Languages. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

<b>Unidad 1: ¿Qué es el arte?</b>			
<b>1. Communication</b>			
<b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do</b>
Communicative Task	<i>Invitación a una exposición de arte</i>	Speaking	I can participate in a conversation about a work of art. I can accept and reject invitations in culturally appropriate ways.
<i>Historieta 3: El arte es una mentira</i>	<i>Actividad 5: Habla con Pablo</i>	Speaking	I can participate in a conversation about art.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can participate in a conversation about the cultural and historical significance of art.
<b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do</b>
Communicative Task	<i>Guernica</i>	Reading	I can read about popular works of art by a famous artist.
<i>Historieta 2: Las arpilleras modernas</i>	<i>Actividad 3: Causa y efecto</i>	Reading	I can understand the relationship between cause and effect in a story.

<i>¡Extra! ¡Extra!</i>	<i>Biografía: José Guadalupe Posada</i>	Reading	I can understand a biography.
Communicative Task	<i>Las arpilleristas</i>	Listening	I can understand the importance of art in history or culture.
<i>Historia larga: Un inolvidable tour del mejor arte</i>	<i>Actividad 1: La mejor descripción</i>	Listening	I can understand a story about the meaning and significance of art.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: La muñeca sin rostro</i>	Listening	I can understand someone talking about a handicraft.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: El arte indígena</i>	Listening	I can understand someone talking about indigenous art.
<i>Historieta 1: Una experiencia inolvidable</i>	<i>Actividad 2: Escucha y empareja</i>	Listening	I can understand descriptions of artwork.
Integrated Performance Assessment	Interpretive Reading	Reading	I can read about the meaning and significance of art.

**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>Arpilleras de Chilego</i>	Speaking	I can recognize symbols in art that define a nation and reflect culture.
<i>Historieta 3: El arte es una mentira</i>	<i>Actividad 3: Cuéntame la historia</i>	Speaking	I can retell a story about a famous artist.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Y tú? ¿Qué nos cuentas?</i>	Speaking	I can talk about icons in my own community.
Communicative Task	<i>Crítico de arte</i>	Writing	I can form and express opinions about art.
<i>Historia larga: Un inolvidable tour del mejor arte</i>	<i>Actividad 4: Cuéntame la historia</i>	Writing	I can write a story about the meaning and significance of art.
<i>Historieta 1: Una experiencia inolvidable</i>	<i>Actividad 5: Un final alternativo</i>	Writing	I can write a new ending to the story.
<i>Revisión y evaluación</i>	<i>Cuéntanos una historia original</i>	Speaking	I can tell an original story.

Revisión y evaluación	¡Mi historia original!	Writing	I can write an original story.
Integrated Performance Assessment	Presentation Writing	Writing	I can write my point of view about the cultural and historical significance of art.
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	
¡Extra! ¡Extra!	Entrevistas: ¿Y tú? ¿Qué nos cuentas?	I can investigate products and perspectives in my own and other communities.	
¡Extra! ¡Extra!	PechaKucha: Arte callejero	Street art in Bogotá, Colombia	
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	
¡Extra! ¡Extra!	Artículos: El origen de los alebrijes	I can investigate the origin, meaning, and significance of a handicraft.	
¡Extra! ¡Extra!	Panoramas: Ciudad perdida de los incas	I can use a series of sentences to identify products and describe practices to explain the perspectives of the Incan culture.	
¡Extra! ¡Extra!	Panoramas: Artesanías mayas	I can use a series of sentences to identify products and describe practices to explain the perspectives of the Mayan culture.	
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	
Canción de la unidad	Investigación	An investigation of famous artists and artworks from history	

<i>Historieta 2: Las arpilleras modernas</i>	Interpretive Listening: <i>Las arpilleras</i>	Chilean resistance movement through a new art form
<i>¡Extra! ¡Extra!</i>	<i>Biografía: José Guadalupe Posada: Actividad 2: Mapamundi</i>	Map and reading show when and where events took place in an artist's life
<b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Historieta 2: Las arpilleras modernas</i>	<i>Historieta 2: Las arpilleras modernas</i>	Art form that depicts historical events and daily lives of Chileans
<i>Historieta 3: El arte es una mentira</i>	<i>Versión alternativa: El arte es una mentira</i>	Art reflects an artist's feelings and beliefs
<b>4. Comparisons</b>		
<b>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.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Historieta 1: Una experiencia inolvidable</i>	<i>Atención</i>	Indirect Object Pronouns
<i>Historieta 2: Las arpilleras modernas</i>	<i>Atención</i>	Past, Present, and Future
<i>Historieta 3: El arte es una mentira</i>	<i>Nota de gramática</i>	Review of present and past tenses
<b>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.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Historieta 3: El arte es una mentira</i>	<i>Actividad 2: Una persona famosa</i>	Comparison of the life of Pablo Picasso with other well-known people
<i>¡Extra! ¡Extra!</i>	<i>PechaKucha: Artesanías de diferentes países de América Latina</i>	Exploration of different types of art and handicrafts from around Latin America
<i>¡Extra! ¡Extra!</i>	<i>Biografía: José Guadalupe Posada Actividad 4: Escribe</i>	Iconic images and symbols represent injustices of the past and present
<b>5. Communities</b>		
<b>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.</b>		

Title		Can-Do/Description
<i>Entrevistas: ¿Y tú? ¿Qué nos cuentas?</i>		Identifying icons and symbols of local and national identity
<b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>		
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

<b>Unidad 2: Cruzando fronteras</b>			
<b>1. Communication</b>			
<b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do</b>
Communicative Task	<i>Un día en la vida de...</i>	Speaking	I can participate in a conversation about common celebrations in different countries.
<i>Historieta 3: El volcán, el columpio y la promesa</i>	<i>Actividad 5: Habla con Victoria</i>	Speaking	I can participate in a conversation about family and friends.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can participate in a conversation about immigration.
<b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do</b>
Communicative Task	<i>Venezuela S.O.S.</i>	Reading	I can read about practices and perspectives related to human geography.
<i>¡Extra! ¡Extra!</i>	<i>Biografía: Bernal Díaz y «La Malinche»</i>	Reading	I can understand a biography.
<i>Historieta 1: Dos patrias</i>	<i>Actividad 5: Debate</i>	Reading	I can understand characters' opinions.
<i>Historieta 2: Los amigos en la frontera</i>	<i>Actividad 1: ¿A quién describe?</i>	Reading	I can identify characters in a story.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: El TPS les cambió la vida dos veces</i>	Reading	I can read an article about immigrants and deportation.
Communicative Task	<i>TV dominicana</i>	Listening	I can understand a video about the Dominican Republic and Haiti.
Communicative Task	<i>Diferente perspectiva</i>	Listening	I can understand a video about immigration.
<i>Historieta 1: Dos patrias</i>	<i>Actividad 2: ¿Cierto o falso?</i>	Listening	I can understand a story about one's homeland.
<i>Historia larga: Pies secos, pies mojados</i>	<i>Actividad 1: La mejor descripción</i>	Listening	I can understand a story about crossing borders.

<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Una geografía extraordinaria</i>	Listening	I can understand someone talking about geography in his country.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Mi ciudad natal</i>	Listening	I can understand someone talking about her city.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Un viajero</i>	Listening	I can understand someone talk about his adopted homeland.
Integrated Performance Assessment	Interpretive Reading	Reading	I can read about human geography.

**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>Volcán Tungurahua</i>	Speaking	I can talk about some geographical features of other countries.
<i>Historia larga: Pies secos, pies mojados</i>	<i>Actividad 3: Cuéntame la historia</i>	Speaking	I can retell a story about crossing borders.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Y tú? ¿Qué nos cuentas?</i>	Speaking	I can talk about my homeland or country.
Communicative Task	<i>Artículo de opinión</i>	Writing	I can give a series of reasons why people migrate.
<i>Historieta 2: Los amigos en la frontera</i>	<i>Actividad 5: Ponerle una leyenda</i>	Writing	I can retell a story in my own words using images.
<i>Historieta 3: El volcán, el columpio y la promesa</i>	<i>Actividad 2: Poesía</i>	Writing	I can write a poem.
<i>Revisión y evaluación</i>	<i>Cuéntanos una historia original</i>	Speaking	I can tell an original story.
<i>Revisión y evaluación</i>	<i>¡Mi historia original!</i>	Writing	I can write an original story.
Integrated Performance Assessment	Presentational Writing	Writing	I can describe a series of reasons why people migrate.

**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>Panoramas: Los Uros en el lago Titicaca</i>	I can use a series of sentences to identify products and describe practices to explain the perspectives of the Peruvian culture.
<i>Historia larga: Pies secos, pies mojados</i>	Interpretive Listening: <i>Diferente perspectiva</i>	I can investigate practices to help me understand perspectives in my own and others' cultures.
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: Patio de recreo en La Paz, Bolivia</i>	I can use a series of sentences to identify products and describe practices to explain the perspectives of the Bolivian culture.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Y tú? ¿Qué nos cuentas?</i>	I can investigate products and perspectives in my own and other communities.
<i>¡Extra! ¡Extra!</i>	<i>PechaKucha: Ciudad de México: la intersección de la arquitectura</i>	Architecture of Mexico City
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>Historieta 3: El volcán, el columpio y la promesa</i>	Presentational Speaking: <i>Volcán Tungurahua</i>	I can talk about some geographical features of other countries.
<i>¡Extra! ¡Extra!</i>	<i>Biografía: Bernal Díaz y «La Malinche»</i>	Life and history of a Spanish conquistador
Integrated Performance Assessment	Interpretive Reading	I can read about human geography.
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>Historieta 1: Dos patrias</i>	<i>Dos patrias</i>	People who have fled their home country to escape violence and live in another
<i>Historieta 2: Los amigos en la frontera</i>	<i>Los amigos en la frontera</i>	Story of two people living under a dictatorship
<b>4. Comparisons</b>		
<b>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.</b>		
Section	Title	Can-Do/Description
<i>Historieta 1: Dos patrias</i>	<i>Nota de gramática</i>	Future tense
<i>Historieta 1: Dos patrias</i>	<i>Nota de gramática</i>	Conditional tense
<i>Historieta 2: Los amigos en la frontera</i>	<i>Atención</i>	Many uses of the imperfect
<i>Historieta 3: El volcán, el columpio y la promesa</i>	<i>Atención</i>	Different ways to express future
<b>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.</b>		
Section	Title	Can-Do/Description
<i>Historia larga: Pies secos, pies mojados</i>	Interpretive Listening: <i>Diferente perspectiva</i>	The difficulties faced when immigrating from Cuba to the U.S.
<i>¡Extra! ¡Extra!</i>	PechaKucha: <i>Ciudad de México: la intersección de la arquitectura</i>	Architecture of Mexico City
<i>¡Extra! ¡Extra!</i>	<i>Artículos : El TPS les cambió la vida dos veces</i>	Difficulties of immigrants from El Salvador in the U.S.
Integrated Performance Assessment	Interpersonal Speaking	I can make comparisons between products and practices to help me understand perspectives in my own and others' cultures.
<b>5. Communities</b>		
<b>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.</b>		
Title		Can-Do/Description
<i>Entrevistas: ¿Y tú? ¿Qué nos cuentas?</i>		Identifying geographic locations or tourist attractions in student's

		home country that best represents that country
<b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>		
<b>Title</b>		<b>Can-Do/Description</b>
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

<b>Unidad 3: En los tiempos extremos</b>			
<b>1. Communication</b>			
<b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do</b>
<i>Historieta 2: La esperanza entre los escombros</i>	<i>Actividad 5: Habla con un operador del 911</i>	Speaking	I can report an emergency during a natural disaster.
<i>Historieta 3: La lluvia de peces</i>	<i>Actividad 6: Habla con Josué</i>	Speaking	I can participate in a conversation about goals.
Communicative Task	<i>Hábitat para la Humanidad</i>	Speaking	I can talk about ways to help those in need.
Communicative Task	<i>Experiencia posterremoto</i>	Writing	I can exchange messages with a friend who experienced a traumatic event.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can talk about a current event I have learned about.
<b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do</b>
Communicative Task	<i>De sismo a sismo</i>	Reading	I can read about an earthquake.
Communicative Task	<i>La lluvia de peces</i>	Reading	I can understand an article describing a weather event.
<i>Historia larga: 10.000 pesos</i>	<i>Actividad 1: ¿A quién describe?</i>	Reading	I can identify characters in a story about helping others.
<i>¡Extra! ¡Extra!</i>	<i>Biografía: Ellen Ochoa</i>	Reading	I can understand a biography.
<i>Historieta 1: La llegada de María</i>	<i>Actividad 2: Cambio de planes</i>	Reading	I can read a story about a hurricane.
<i>¡Extra! ¡Extra!</i>	<i>Artículos : La Borinqueña reconstruye Puerto Rico</i>	Reading	I can read an article about a cultural icon.
Communicative Task	<i>Informe de noticias sobre el huracán María</i>	Listening	I can understand a news report about extreme weather.

<i>Historieta 2: La esperanza entre los escombros</i>	<i>Actividad 2: Opción múltiple</i>	Listening	I can understand a story about an earthquake.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Extremas condiciones climáticas</i>	Listening	I can understand someone talking about a natural disaster.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas : La tragedia de Vargas</i>	Listening	I can understand someone talking about a natural disaster in his country.
Integrated Performance Assessment	Interpretive Listening	Listening	I can understand information about extreme weather events and experiences.

**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>Reporte del clima</i>	Speaking	I can give a weather forecast.
<i>Historia larga: 10.000 pesos</i>	<i>Actividad 2: Cuéntame la historia</i>	Speaking	I can retell a story that I am familiar with.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Y tú? ¿Qué nos cuentas?</i>	Speaking	I can talk about a natural disaster in my community.
Communicative Task	<i>Experiencias personales con desastres naturales</i>	Writing	I can write about a natural disaster.
<i>Historieta 3: La lluvia de peces</i>	<i>Actividad 3: Un meteorólogo famoso</i>	Writing	I can write a weather report.
<i>Revisión y evaluación</i>	<i>Cuéntanos una historia original</i>	Speaking	I can tell an original story.
<i>Revisión y evaluación</i>	<i>¡Mi historia original!</i>	Writing	I can write an original story.
Integrated Performance Assessment	Presentational Speaking	Speaking	I can express thoughts about a current event I have learned about.

**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>Entrevistas: ¿Y tú? ¿Qué nos cuentas?</i>	I can investigate products, practices, and perspectives in my own

		and other communities.
<b>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.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>¡Extra! ¡Extra!</i>	<i>Panoramas: Palacio de Sal, Bolivia</i>	I can use a series of sentences to identify products and describe practices to explain the perspectives of the Bolivian culture.
<i>¡Extra! ¡Extra!</i>	<i>Panoramas: Casa de productores de nueces de Brasil en Perú</i>	I can use a series of sentences to identify products and describe practices to explain the perspectives of the Peruvian culture.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: La Borinqueña reconstruye Puerto Rico</i>	I can read an article about a cultural icon.
<b>3. Connections</b>		
<b>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.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Historieta 3: La lluvia de peces</i>	Presentational Speaking: <i>Reporte del clima</i>	Student gives a weather report
<i>¡Extra! ¡Extra!</i>	<i>Biografía: Ellen Ochoa</i>	The life of Ellen Ochoa, the first Hispanic woman to go to space
<b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Extremas condiciones climáticas</i>	Experiences of a person in Bolivia after a flood
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: La tragedia de Vargas</i>	Experiences of a person in Venezuela after heavy rains and landslides
<b>4. Comparisons</b>		
<b>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.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>

<i>Historieta 1: La llegada de María</i>	<i>Nota de gramática</i>	<i>Ojalá</i>
<i>Historieta 2: La esperanza entre los escombros</i>	<i>Nota de gramática</i>	Future with “if” clause
<i>Historieta 3: La lluvia de peces</i>	<i>Atención</i>	<i>Acaba de + infinitivo</i>
<b>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.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Historieta 3: La lluvia de peces</i>	Interpretive Reading: <i>La lluvia de peces</i>	A strange weather event that occurs occasionally in a small town in Honduras
<i>Historia larga: 10.000 pesos</i>	<i>Historia larga: 10.000 pesos</i>	Raising money to help flood relief efforts for another country
<i>¡Extra! ¡Extra!</i>	<i>Artículos: La Borinqueña reconstruye Puerto Rico</i>	A superhero character from Puerto Rico
<i>¡Extra! ¡Extra!</i>	<i>Panoramas: Palacio de Sal, Bolivia</i>	A hotel in Bolivia made out of salt
<b>5. Communities</b>		
<b>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.</b>		
<b>Title</b>		<b>Can-Do/Description</b>
<i>Entrevistas: ¿Y tú? ¿Qué nos cuentas?</i>		Identifying a natural disaster that has impacted the student and their community
<b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>		
<b>Title</b>		<b>Can-Do/Description</b>
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

<b>Unidad 4: El sabor de la vida</b>			
<b>1. Communication</b>			
<b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do</b>
Communicative Task	«La paz en el mundo»	Speaking	I can order a meal at a restaurant.
Communicative Task	<i>El bananero del mercado</i>	Speaking	I can participate in a conversation about someone's work.
<i>Historieta 1: ¡Vivan los cuyes!</i>	<i>Actividad 5: Habla con Raquel</i>	Speaking	I can participate in a conversation about eating habits in different cultures.
<i>Historieta 3: El sabor boliviano</i>	<i>Actividad 5: Habla con David Carrasco</i>	Speaking	I can participate in a conversation about food preferences.
Integrated Performance Assessment	Interpersonal Writing	Writing	I can participate in a conversation comparing food preferences.
<b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do</b>
Communicative Task	<i>Día Nacional del Cuy</i>	Reading	I can read a flyer about a special event.
Communicative Task	<i>Mujeres en café</i>	Reading	I can read a website.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: ¿Qué hay para cenar?</i>	Reading	I can read an article about food choices in another country.
<i>Historia larga: El café de doña Miriam</i>	<i>Actividad 1: Orden cronológico</i>	Reading	I can read a story about a family and their business.
<i>¡Extra! ¡Extra!</i>	<i>Biografía: César Chávez</i>	Reading	I can understand a biography.
<i>Historieta 1: ¡Vivan los cuyes!</i>	<i>Actividad 1: Cambio de planes</i>	Reading	I can understand the events in a story about food preferences.
<i>Historieta 3: El sabor boliviano</i>	<i>Actividad 1: Conecta las frases</i>	Reading	I can understand a story about how culture affects business.

<i>Historieta 2: El héroe de Tiquisate</i>	<i>Actividad 2: La mejor descripción</i>	Listening	I can understand a story about the relationship between humans and food.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Los sabores de Costa Rica</i>	Listening	I can understand someone describing the food in his country.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: La arepa</i>	Listening	I can understand someone describing popular recipes in his country.
Integrated Performance Assessment	Interpretive Listening	Listening	I can understand a video about food.

**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>Los micro-préstamos que cambian vidas</i>	Speaking	I can express my thoughts about an organization I have learned about or researched.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Y tú? ¿Qué nos cuentas?</i>	Speaking	I can talk about food in my country.
Communicative Task	<i>Mi tiempo en Guatemala</i>	Writing	I can write an email about different foods in Guatemala.
Communicative Task	<i>Una experiencia cultural</i>	Writing	I can describe my experience at a restaurant.
<i>Historia larga: El café de doña Miriam</i>	<i>Actividad 3: Cuéntame la historia</i>	Writing	I can retell a story about a family and their business.
<i>Revisión y evaluación</i>	<i>Cuéntanos una historia original</i>	Speaking	I can tell an original story.
<i>Revisión y evaluación</i>	<i>¡Mi historia original!</i>	Writing	I can write an original story.
Integrated Performance Assessment	Presentational Writing	Writing	I can express my opinion about food.

## **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 : ¿Qué hay para cenar?</i>	I can compare the food choices in my own culture with those in another.
<i>Historieta 1: ¡Vivan los cuyes!</i>	Interpretive Reading: <i>Día Nacional del Cuy</i>	I can compare special events in my own community with those in another.
<i>¡Extra! ¡Extra!</i>	Panoramas: <i>Después del terremoto y el tsunami en Buclemu, Chile</i>	I can use a series of sentences to identify products and describe practices to explain the perspectives of the Chilean culture.
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: Mercado en Tequila, México</i>	I can use a series of sentences to identify products and describe practices to explain the perspectives of the Mexican culture.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Los sabores de Costa Rica</i>	I can compare recipes from my culture with recipes from another.
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>Historia larga: El café de doña Miriam</i>	Presentational Speaking: <i>Los micropréstamos que cambian vidas</i>	Students consider the importance of micro-loans and of donations.
<i>¡Extra! ¡Extra!</i>	<i>Biografía: César Chávez</i>	Life of a Mexican American activist
<i>¡Extra! ¡Extra!</i>	<i>Artículos: La trama del maíz</i>	Students learn about the environmental impact of corn production.
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>Historieta 3: El sabor boliviano</i>	<i>El sabor boliviano</i>	The difference between fast food culture and Bolivian food culture
<i>Historia larga: El café de doña Miriam</i>	<i>El café de doña Miriam</i>	A young businessman in Honduras helps to support his family.
<b>4. Comparisons</b>		
<b>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.</b>		
Section	Title	Can-Do/Description
<i>Historieta 1: ¡Vivan los cuyes!</i>	<i>Atención</i>	<i>Hay que + infinitivo</i>
<i>Historieta 3: El sabor boliviano</i>	<i>Nota de gramática</i>	<i>Pluscuamperfecto</i>
<b>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.</b>		
Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Artículos: ¿Qué hay para cenar?</i>	Different types of food and food culture in Equatorial Guinea
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: La arepa</i>	How to make a popular dish from Venezuela
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Los sabores de Costa Rica</i>	Fresh ingredients and traditional recipes from Costa Rica
<i>¡Extra! ¡Extra!</i>	<i>PechaKucha: La comida en la economía de Guatemala</i>	Investigation of the different foods in Guatemala
Integrated Performance Assessment	Interpretive Listening	I can compare different perspectives about foods.
<b>5. Communities</b>		
<b>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.</b>		
Title		Can-Do/Description
<i>Entrevistas: ¿Y tú? ¿Qué nos cuentas?</i>		Identifying typical dishes and ingredients in student's home country
<b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>		

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

<b>Unidad 5: Mucho trabajo, poco dinero</b>			
<b>1. Communication</b>			
<b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do</b>
Communicative Task	<i>Una entrevista exitosa</i>	Speaking	I can interview for a job.
<i>Historieta 1: No hay atajo sin trabajo</i>	<i>Actividad 3: Mensajes de intercambio con tres personas</i>	Writing	I can write about my dreams and goals.
Communicative Task	<i>Trabajando para el futuro</i>	Writing	I can read and respond to an email about the future.
<i>Historieta 2: La mentira tiene patas cortas</i>	<i>Actividad 3: Contesta las preguntas</i>	Writing	I can write about and express opinions about a story I read.
Integrated Performance Assessment	Interpersonal Writing	Writing	I can write about my role in a volunteer program.
<b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do</b>
<i>Historia larga: Se merece más</i>	<i>Actividad 3: Debate</i>	Reading	I can understand characters' differing opinions in a story.
<i>¡Extra! ¡Extra!</i>	<i>Artículos : Infancia y educación en la civilización azteca</i>	Reading	I can understand some information from an article about an ancient civilization.
<i>¡Extra! ¡Extra!</i>	<i>Biografía: Michelle Bachelet</i>	Reading	I can understand a biography.
Communicative Task	<i>Los deportados olvidados</i>	Reading	I can identify some information about a historical event.
Communicative Task	<i>La educación es un derecho</i>	Reading	I can identify some information from a news article.
Communicative Task	<i>Una entrevista NO exitosa</i>	Listening	I can understand the main idea and supporting details of an interview.

Integrated Performance Assessment	Interpretive Reading	Reading	I can read some information from a website about volunteering.
<b>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.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do</b>
Communicative Task	<i>Merecemos una buena educación</i>	Speaking	I can talk about the importance of education.
<i>Historia larga: Se merece más</i>	<i>Actividad 4: Cuéntame la historia</i>	Speaking	I can retell a story in my own words.
Communicative Task	<i>Los jóvenes que trabajan</i>	Writing	I can write an essay about my work and future goals.
<i>Historieta 1: No hay atajo sin trabajo</i>	<i>Actividad 5: Final alternativo</i>	Writing	I can write a new ending to a story.
<i>Historieta 2: La mentira tiene patas cortas</i>	<i>Actividad 2: ¡Ojalá pudiera corregirlo!</i>	Writing	I can write a curriculum vitae.
<i>Historieta 3: La educación es la clave</i>	<i>Actividad 5: Una carta</i>	Writing	I can write an email expressing my appreciation.
<i>Historieta 3: La educación es la clave</i>	<i>Actividad 3: Cuéntame la historia</i>	Writing	I can write a story about education.
<i>Revisión y evaluación</i>	<i>Cuéntanos una historia original</i>	Speaking	I can tell an original story.
<i>Revisión y evaluación</i>	<i>¡Mi historia original!</i>	Writing	I can write an original story.
Integrated Performance Assessment	Presentational Writing	Writing	I can write about my interests and experiences relating to work.
<b>2. Culture</b>			
<b>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.</b>			
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>	
<i>Historieta 3: La educación es la clave</i>	Presentational Speaking: <i>Merecemos una buena educación</i>	I can discuss the importance of education in my life as well as the lives of others.	

<i>¡Extra! ¡Extra!</i>	<i>Panoramas: Estudiantes caminando a la escuela en Bayamo, Cuba</i>	I can use a series of sentences to identify products and describe practices to explain the perspectives of the Cuban culture.
<i>Historieta 3: La educación es la clave</i>	Interpretive Reading: <i>La educación es un derecho</i>	I can compare education where I live with education in other parts of the world.
<b>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.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>¡Extra! ¡Extra!</i>	<i>Panoramas: Mercado Saquisilí, cerca de Latacunga, Ecuador</i>	I can use a series of sentences to identify products and describe practices to explain the perspectives of the Ecuadorian culture.
<b>3. Connections</b>		
<b>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.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Canción de la unidad</i>	<i>Investigación</i>	An investigation of merchants and professions in Spanish-speaking countries and in the U.S.
<i>Historieta 1: No hay atajo sin trabajo</i>	Interpretive Reading: <i>Los deportados olvidados</i>	Students learn about a historical event involving the deaths of Mexican deportees.
<i>¡Extra! ¡Extra!</i>	<i>Biografía: Michelle Bachelet</i>	The life of the first woman president of Chile
<b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Historieta 3: La educación es la clave</i>	<i>La educación es la clave</i>	Siblings from El Salvador who work hard in order to attend school

<i>Historia larga: Se merece más</i>	<i>Se merece más</i>	An undocumented worker from Nicaragua in Arizona and the difference in wages for immigrants
<b>4. Comparisons</b>		
<b>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.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Historieta 1: No hay atajo sin trabajo</i>	<i>Atención</i>	Imperfect progressive + preterite
<i>Historieta 2: La mentira tiene patas cortas</i>	<i>Nota de gramática</i>	Imperfect subjunctive + conditional with “if” clauses
<i>Historieta 3: La educación es la clave</i>	<i>Atención</i>	<i>Por y para</i>
<b>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.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Infancia y educación en la civilización azteca</i>	The history and education of the Aztec people
<i>¡Extra! ¡Extra!</i>	<i>Panoramas: Mercado Saquisilí, cerca de Latacunga, Ecuador</i>	Investigation of a market in Ecuador
<i>¡Extra! ¡Extra!</i>	<i>Panoramas: Estudiantes caminando a la escuela en Bayamo, Cuba</i>	Students walking to school in Cuba near a monument
Integrated Performance Assessment	Presentational Writing	I can explain how my personal experiences relate to experiences I may have in another country.
<b>5. Communities</b>		
<b>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.</b>		
<b>Title</b>		<b>Can-Do/Description</b>
<i>PechaKucha: La educación es la clave</i>		Students consider the importance of education.
<b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>		
<b>Title</b>		<b>Can-Do/Description</b>

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



<b>Unidad 6: Nuevas costumbres</b>			
<b>1. Communication</b>			
<b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do</b>
Communicative Task	<i>Una amiga guaraní</i>	Speaking	I can talk about challenges I have had.
<i>Historieta 2: El cautivo</i>	<i>Actividad 3: Habla con Citlatlee</i>	Speaking	I can talk about assimilation.
<i>Historieta 3: Tienes que ser fiel a ti mismo</i>	<i>Actividad 5: Notas de voz</i>	Speaking	I can make plans with a friend.
Communicative Task	<i>El desafío de ser extranjero</i>	Writing	I can exchange emails about one's experiences in a new country.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can interview someone about their experiences.
<b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do</b>
<i>¡Extra! ¡Extra!</i>	<i>Biografía: Sofía Vergara</i>	Reading	I can understand a biography.
<i>Historieta 2: El cautivo</i>	<i>Actividad 1: Contesta las preguntas</i>	Reading	I can read a story about assimilating to a new culture.
<i>Historieta 3: Tienes que ser fiel a ti mismo</i>	<i>Actividad 1: ¡No dicen lo que piensan!</i>	Reading	I can read a story about balancing old and new cultures.
Communicative Task	<i>España diversa y variada</i>	Reading	I can read an article about immigrants' experiences.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Más vale tarde que nunca</i>	Reading	I can read an article about someone's choices in life.
Communicative Task	<i>México y el problema del bullying</i>	Reading	I can read an infographic on bullying.
<i>Historia larga: Eguahê porã Paraguaípe</i>	<i>Actividad 1: ¿A quién describe?</i>	Reading	I can read a story about appreciating others' perspectives.
<i>Historieta 1: Fuera de lugar</i>	<i>Actividad 2: La mejor descripción</i>	Listening	I can understand a story about moving to a new country.

Communicative Task	<i>Las ventajas y desventajas de ser inmigrante en Panamá</i>	Listening	I can understand a video about immigrants.
Communicative Task	<i>Salvando el idioma guaraní</i>	Listening	I can understand a video about unique perspectives and practices in another culture.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Departamentos diferentes</i>	Listening	I can understand someone talking about places they have lived.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Un nuevo país</i>	Listening	I can understand someone talking about why they emigrated.
Integrated Performance Assessment	Interpretive Listening	Listening	I can understand factual information in a speech.

**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>México: No al bullying y al acoso escolar</i>	Speaking	I can describe a problem and offer possible solutions to that problem.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Y tú? ¿Qué nos cuentas?</i>	Speaking	I can talk about emigrating to a new country.
<i>Historieta 1: Fuera de lugar</i>	<i>Actividad 5: Un correo electrónico</i>	Writing	I can write an email to a friend.
<i>Historia larga: Eguahê porâ Paraguaipe</i>	<i>Actividad 4: Cuéntame la historia</i>	Writing	I can write a story about appreciating others' perspectives.
Communicative Task	<i>¿Integrarse o ser fiel a ti mismo?</i>	Writing	I can write an email about my experience in a new country.
<i>Revisión y evaluación</i>	<i>Cuéntanos una historia original</i>	Speaking	I can tell an original story.
Integrated Performance Assessment	Presentational Speaking	Speaking	I can speak about someone's life and experiences.

**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>Historieta 3: Tienes que ser fiel a ti mismo</i>	Interpretive Reading: <i>España diversa y variada</i>	I can compare the perspectives people have about their experiences.
<i>¡Extra! ¡Extra!</i>	<i>Panoramas: Procesión de Corpus Christi de Toledo, España</i>	I can use a series of sentences to identify products and describe practices to explain the perspectives of the Spanish culture.
<i>Historia larga: Eguahê porô Paraguaipe</i>	Interpretive Listening: <i>Salvando el idioma guaraní</i>	I can compare others' perspectives and practices with my own.

**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: Murales en una calle de Ataco, El Salvador</i>	I can use a series of sentences to identify products and describe practices to explain the perspectives of the Salvadoran culture.

**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>Entrevistas: Departamentos diferentes</i>	Comparison of geography in the U.S. and in Colombia
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Un nuevo país</i>	Investigation of the history of Chile and why someone decided to emigrate

**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 : Más vale tarde que nunca</i>	Story of a woman from Mexico who learned to read and write at 92

		years old
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Un nuevo país</i>	Perspective of a person who emigrated from their home country
<i>¡Extra! ¡Extra!</i>	<i>Biografía: Sofía Vergara</i>	The life and difficulties of a Colombian actress in the U.S.
<b>4. Comparisons</b>		
<b>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.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Historieta 1: Fuera de lugar</i>	<i>Atención</i>	Giving Advice
<i>Historieta 2: El cautivo</i>	<i>Atención</i>	Review of all of the tenses
<i>Historia larga: Eguahê porô Paraguaipe</i>	Interpretive Listening: <i>Salvando el idioma guaraní</i>	Investigation of the Guaraní language in Paraguay
<b>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.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>¡Extra! ¡Extra!</i>	<i>Panoramas: Murales en una calle de Ataco, El Salvador</i>	Exploration of street art in El Salvador
<i>¡Extra! ¡Extra!</i>	<i>Panoramas: Procesión de Corpus Christi de Toledo, España</i>	Investigation of a religious celebration in Spain
<i>Historieta 1: Fuera de lugar</i>	<i>Historieta 1: Fuera de lugar</i>	Class in Panama celebrating an American holiday for a new student in class
Integrated Performance Assessment	Interpretive Listening	I can compare practices related to everyday life.
<b>5. Communities</b>		
<b>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.</b>		
<b>Title</b>		<b>Can-Do/Description</b>
<i>Entrevistas: ¿Y tú? ¿Qué nos cuentas?</i>		Students consider what country they would emigrate to and why.
<b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>		

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