

## **Voces® Nuestra historia Level 4 Digital Courseware Alignment to ACTFL's World-Readiness Standards for Learning Languages**

**Nuestra historia Level 4** is an interactive Spanish Comprehensible Input (CI) curriculum with proficiency-based materials for intermediate-level learners. Level 4 will take your middle or high school students from an Intermediate-Mid level of proficiency to an Intermediate-High 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 chart below to learn how Level 4 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 crees?</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 1: El Graffitour de la Comuna 13</i>	<i>Actividad 2: Este o el otro</i>	Writing	I can exchange emails about my and others' personal beliefs.
<i>Historieta 3: Un encuentro inesperado</i>	<i>Actividad 3: Habla con Carolina</i>	Speaking	I can have a conversation with someone I just met.
<i>Historieta 3: Un encuentro inesperado</i>	Interpersonal Writing: <i>Un encuentro inesperado</i>	Writing	I can write about an important community figure.
Integrated Performance Assessment	Interpersonal Writing	Writing	I can exchange emails about belief and identity.
<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>Historieta 1: El Graffitour de la Comuna 13</i>	<i>Actividad 2: Este o el otro</i>	Reading	I can read a story about neighborhood transformation.
<i>Historieta 1: El Graffitour de la Comuna 13</i>	<i>Actividad 2: Este o el otro</i>	Listening	I can understand and answer spoken questions about a story I have read.

<i>Historieta 1: El Graffitour de la Comuna 13</i>	<i>Actividad 3: Subtítulos</i>	Reading	I can select appropriate captions for pictures.
<i>Historieta 1: El Graffitour de la Comuna 13</i>	<i>Interpretive Listening: Comuna 13 Graffiti Tour de Medellín</i>	Listening	I can understand a video about a city in Colombia.
<i>Historieta 2: Joselito</i>	<i>Interpretive Reading: El milagro de Joselito</i>	Reading	I can read an article about a family and its experiences.
<i>Historieta 2: Joselito</i>	<i>Presentational Speaking: El milagro de Joselito</i>	Reading	I can prepare and give a speech for a debate.
<i>Historia larga: La guayabera</i>	<i>Actividad 1: La mejor descripción</i>	Reading	I can read a story about cultural identity.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: La santería: ¿religión, cultura o identidad?</i>	Reading	I can read an article.
<i>¡Extra! ¡Extra!</i>	<i>Biografía: Actividad 1: Orden cronológico</i>	Reading	I can read a biography.
<i>¡Extra! ¡Extra!</i>	<i>Dreaming Spanish with Pablo: Machu Picchu</i>	Listening	I can understand a video about an ancient culture.
<i>¡Extra! ¡Extra!</i>	<i>Dreaming Spanish with Pablo: El País Vasco</i>	Listening	I can understand a video about the history and culture of a region in Spain.
<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Comprensión</i>	Listening	I can understand a video about someone's cultural identity.
Integrated Performance Assessment	Interpretive Reading	Reading	I can understand a text about belief and identity.

**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>Historieta 2: Joselito</i>	<i>Actividad 3: Una carta a la madre de Joselito</i>	Writing	I can write a personal letter.
<i>Historia larga: La guayabera</i>	<i>Presentational Speaking: La identidad es una cosa compleja</i>	Speaking	I can talk about public and private identities.

<i>Historia larga: La guayabera</i>	<i>Actividad 3: Presentación</i>	Speaking	I can talk about cultural identity.
<i>Historia larga: La guayabera</i>	<i>Actividad 4: Cuéntame la historia</i>	Writing	I can retell a story.
<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	Presentation Speaking	Speaking	I can talk about people's beliefs and identities, and explain how our identities are shaped by those beliefs.

## 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 2: Joselito</i>	<i>Joselito</i>	A boy takes his place in religious and political upheaval in 1920s Mexico.
<i>Historieta 2: Joselito</i>	<i>Versión alternativa: El milagro de Joselito</i>	A Mexican woman's Catholic faith is depicted as she pursues a miracle by a martyr.
<i>Historieta 3: Un encuentro inesperado</i>	<i>Un encuentro inesperado</i>	A young woman changes her mind about how to present her curly hair
<i>Historieta 3: Un encuentro inesperado</i>	<i>Versión alternativa: Todos pueden cambiar</i>	An older woman supports her daughters decision about styling her hair, and follows suit herself.
<i>¡Extra! ¡Extra!</i>	<i>Panorama: Un funeral en Chichicastenango, Guatemala</i>	I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions.

<i>¡Extra! ¡Extra!</i>	PechaKucha: <i>Artefactos y rituales en la religión</i>	Religious artefacts and practices in Chile
<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>Historia larga: La guayabera</i>	<i>Historia larga: La guayabera</i>	A reading about the traditional shirt worn in Cuba
<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>¡Extra! ¡Extra!</i>	<i>Biografía: Bartolomé de las Casas</i>	A reading about a historical figure that fought for the rights of the indigenous populations in the Americas
<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>Historia larga: La guayabera</i>	<i>Actividad 1: La mejor descripción</i>	I can read a story about cultural identity.
<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Comprensión</i>	I can understand a video about someone's cultural identity.
<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: El Graffitiour de la Comuna 13</i>	<i>Nota de gramática</i>	Review of All the Tenses
<i>Historieta 2: Joselito</i>	<i>Nota de gramática</i>	Subjunctive vs. Indicative with Impersonal Expressions
<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>	Dreaming Spanish with Pablo: <i>Machu Picchu</i>	I can understand a video about an ancient culture.

<i>¡Extra! ¡Extra!</i>	Dreaming Spanish with Pablo: <i>El País Vasco</i>	I can understand a video about the history and culture of a region in Spain.
<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Comparación cultural</i>	I can compare and contrast Venezuelan cultural identity with the cultural identity of my country, region, and/or people.
<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>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Comparación cultural</i>	Identifying 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>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</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 2: La ciudadanía global</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: Lo que sobra</i>	Interpersonal Speaking: <i>Discriminación en la escuela</i>	Speaking	I can exchange information, ask a variety of questions, and react to the topic of discrimination in my school and in Costa Rica.
<i>Historieta 2: Lo que sobra</i>	<i>Actividad 3: Habla con Rebeca</i>	Speaking	I can have a conversation with a new classmate.
<i>Historia larga: La autopista</i>	Interpersonal Writing: <i>Nos toca defender la tierra</i>	Writing	I can read and respond to a letter about indigenous rights and the environment.
Integrated Performance Assessment	Interpersonal Writing	Writing	I can exchange formal emails about indigenous people's rights.
<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>Historieta 1: Es mi lucha también</i>	Interpretive Listening and Reading: <i>Rigoberta Menchú y la lucha indígena</i>	Reading and Listening	I can compare and contrast information from multiple sources about social justice.
<i>Historieta 2: Lo que sobra</i>	Interpretive Listening and Reading: <i>Enfrentando la discriminación</i>	Reading and Listening	I can compare and contrast information from multiple sources about discrimination.
<i>Historieta 3: Manos a la obra</i>	Interpretive Reading: <i>La trata de seres humanos</i>	Reading	I can understand multiple resources about human trafficking.
<i>Historieta 2: Lo que sobra</i>	<i>Actividad 1: Comparar y contrastar</i>	Reading	I can compare and contrast characters in a story.

<i>Historieta 3: Manos a la obra</i>	<i>Actividad 1: Manos a la obra</i>	Reading	I can summarize a story about human trafficking.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Muxes: el llamado tercer género</i>	Reading	I can read an article about gender.
<i>¡Extra! ¡Extra!</i>	<i>Biografía: Sonia Sotomayor</i>	Reading	I can read a biography.
<i>Historia larga: La autopista</i>	<i>Actividad 2: ¿Ventaja o desventaja?</i>	Listening	I can analyze information from a story about progress and conservation.
<i>¡Extra! ¡Extra!</i>	<i>Dreaming Spanish with Pablo: Revolución española</i>	Listening	I can understand the main idea and key information in a video about the Spanish Revolution.
Integrated Performance Assessment	Interpretive Reading and Listening	Reading and Listening	I can compare and contrast information from multiple sources that are about the struggles of indigenous groups.

**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: La autopista</i>	<i>Actividad 3: Cuéntame la historia</i>	Speaking	I can retell a story about progress and conservation in another country.
<i>Historieta 2: Lo que sobra</i>	<i>Actividad 6: Una presentación (Parte 2)</i>	Speaking	I can give a short presentation comparing my school culture to the culture of a Spanish-speaking school that I have studied or researched.
<i>Historieta 1: Es mi lucha también</i>	<i>Actividad 3: Una carta informal</i>	Writing	I can write a letter of condolence.
<i>Historieta 2: Lo que sobra</i>	<i>Presentational Writing: Todos tenemos que luchar</i>	Writing	I can give advice on how to combat

			discrimination in a blog post.
<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	Presentation Writing	Writing	I can write a short article describing indigenous people's 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>¡Extra! ¡Extra!</i>	<i>Panorama: Una escuela en República Dominicana</i>	I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Muxes: el llamado tercer género</i>	I can understand gender distinctions in other 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>Historieta 2: Lo que sobra</i>	<i>Historieta 2: Lo que sobra</i>	A reading about students in Costa Rica who need scholarships to attend school
<i>Historia larga: La autopista</i>	<i>Historia larga: La autopista</i>	A reading about cacao bean production in Ecuador and its impact on the environment

## 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
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<i>¡Extra! ¡Extra!</i>	<i>Biografía: Sonia Sotomayor</i>	A reading about the first Hispanic member of the Supreme Court of the United States
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### 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 2: Lo que sobra</i>	<i>Historieta 2: Lo que sobra</i>	The different experiences of students at a high school who need a scholarship to attend, and those who don't need one
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Muxes: el llamado tercer género</i>	I can understand gender distinctions in other cultures.
<i>¡Extra! ¡Extra!</i>	<i>PechaKucha: Bienvenido a los Estados Unidos</i>	Students consider how to best help immigrants from different backgrounds and professions to become successful in the U.S.
<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Presentación de Yamileth</i>	Perspective of an immigrant from El Salvador to the U.S.

## 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: Es mi lucha también</i>	<i>Atención</i>	Review Many Uses of the Imperfect
<i>Historieta 2: Lo que sobra</i>	<i>Atención</i>	<i>Usted</i> instead of <i>tú</i>
<i>Historieta 2: Lo que sobra</i>	<i>Atención</i>	Transitional Phrases
<i>Historieta 3: Manos a la obra</i>	<i>Nota de gramática</i>	Giving Advice
<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Palabritas</i>	A close look at the “small words” used in an interview

### 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
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<i>Historieta 1: Es mi lucha también</i>	<i>Historieta 1: Es mi lucha también</i>	The indigenous Mayan people fighting for their human rights in Guatemala
<i>Historia larga: La autopista</i>	<i>Historia larga: La autopista</i>	Farmers who chose not to build a road that would improve business in the name of conservation
<i>¡Extra! ¡Extra!</i>	<i>Panoramas: Una escuela en República Dominicana</i>	Investigation of a school in the Dominican Republic
Integrated Performance Assessment	Interpretive Reading and Listening	I can make comparisons between the struggles of various indigenous groups.
<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>¡Extra! ¡Extra!</i>	<i>Entrevista: Comparación cultural</i>	Students compare and contrast different perspectives of global citizenship.
<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: Así es 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>
<i>Historia larga: Pasión por el juego</i>	Interpersonal Speaking: <i>El fútbol es vida</i>	Speaking	I can interview someone about their childhood, challenges, and successes.
<i>Historieta 3: Así nos criamos</i>	Interpersonal Writing: <i>Mis hijos se criarán de otra manera</i>	Writing	I can read and respond to an email, ask a variety of questions, and react appropriately to the topic of domestic violence.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can ask and answer questions about someone's way of life.
<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>Historieta 3: Así nos criamos</i>	Interpretive Reading and Listening: <i>El sexismo mata</i>	Reading and Listening	I can compare and contrast information from multiple sources about sexism.
<i>Historieta 1: El pueblo fantasma</i>	Interpretive Reading and Listening: <i>Ciudades olvidadas</i>	Reading and Listening	I can compare and contrast information from multiple sources about ghost towns.
<i>Historieta 2: La caja mágica</i>	<i>Actividad 1: A etiquetar</i>	Reading	I can understand key information in a story about one culture's way of life.
<i>Historieta 3: Así nos criamos</i>	<i>Actividad 2: No salió así</i>	Reading	I can understand key information in a story about violence against women.
<i>Historieta 3: Así nos criamos</i>	<i>Actividad 5: Contesta las preguntas</i>	Reading	I can understand different sources on abuse and compare them.

<i>Historia larga: Pasión por el juego</i>	<i>Actividad 1: Completa las frases</i>	Reading	I can understand key information in a story about soccer.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Culturas tan cercanas y tan lejanas</i>	Reading	I can understand key information from an article about two different cultures.
<i>¡Extra! ¡Extra!</i>	Dreaming Spanish with Pablo: <i>Nocilla: Parte 1</i>	Listening	I can understand the main idea and key information in a video about a popular snack food.
<i>¡Extra! ¡Extra!</i>	Dreaming Spanish with Pablo: <i>Nocilla: Parte 2</i>	Listening	I can understand the main idea and key information in a video about practices related to a snack food.
<i>Historieta 1: El pueblo fantasma</i>	<i>Actividad 2: Comparar y contrastar</i>	Listening	I can compare and contrast different locations in a story.
Integrated Performance Assessment	Interpretive Reading and Listening	Reading and Listening	I can compare and contrast information from multiple sources that are about a community's changing way of life.

**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>Historieta 2: La caja mágica</i>	<i>Actividad 4: Un programa de radio (Parte 2)</i>	Speaking	I can give a radio broadcast about my own and others' cultural traditions and ways of life.
<i>Historieta 1: El pueblo fantasma</i>	<i>Actividad 4: Una presentación (Parte 2)</i>	Speaking	I can describe the quality of life in another culture and compare it with my own.
<i>Historia larga: Pasión por el juego</i>	Presentational Writing: <i>Carlos Bacca: luchador y vividor</i>	Writing	I can write a blog about a famous person's

			childhood, challenges, and successes.
<i>Historieta 1: El pueblo fantasma</i>	<i>Actividad 1: Ponerle una leyenda</i>	Writing	I can write descriptions of events in someone's life.
<i>Historia larga: Pasión por el juego</i>	<i>Actividad 4: Cuéntame la historia</i>	Writing	I can rewrite a story about a culture's views of a popular pastime.
<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 give a radio broadcast about a group's way of life.

## 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: Culturas tan cercanas y tan lejanas</i>	I can make comparisons between cultural products and practices to help understand perspectives.
<i>Historieta 2: La caja mágica</i>	<i>Actividad 4: Un programa de radio (Parte 2)</i>	I can compare my culture's traditions with other cultures' traditions.
<i>Historieta 3: Así nos criamos</i>	Interpretive Reading and Listening: <i>El sexismo mata</i>	I can make comparisons between sexism in another culture and 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>Panorama: Islas de los uros en el lago Titicaca, Perú</i>	I can make comparisons between cultural products and practices to help understand perspectives using a variety of

		complex sentences connected with transitions.
<i>¡Extra! ¡Extra!</i>	Dreaming Spanish with Pablo: <i>Nocilla: Parte 1</i>	I can compare and contrast some behaviors or practices of other cultures and my own.
<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>		
Section	Title	Can-Do/Description
<i>Historieta 3: Así nos criamos</i>	Interpersonal Writing: <i>Mis hijos se criarán de otra manera</i>	Students try to help a woman from Honduras escape domestic violence.
<b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>		
Section	Title	Can-Do/Description
<i>Historieta 1: El pueblo fantasma</i>	<i>Historieta 1: El pueblo fantasma</i>	A man in Colombia who prefers to live in an abandoned ghost town in the country than in the crowded city
<i>Historieta 3: Así nos criamos</i>	<i>Historieta 3: Así nos criamos</i>	A police officer in Honduras has to make difficult decisions regarding her life and domestic violence.
<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Presentación de Imane</i>	A Moroccan woman gives her perspective on adapting to Spanish culture and her quality of life.
<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: El pueblo fantasma</i>	<i>Nota de gramática</i>	Reactions with Present Perfect Subjunctive
<i>Historieta 2: La caja mágica</i>	<i>Atención</i>	Review of <i>tú</i> Commands

<i>Historieta 3: Así nos criamos</i>	<i>Nota de gramática</i>	If Clauses with Pluperfect Subjunctive + Conditional
<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Palabritas</i>	A close look at the “small words” used in an interview
<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 2: La caja mágica</i>	<i>Historieta 2: La caja mágica</i>	How the Uros tribe near Peru and Bolivia use technology to celebrate their culture
<i>Historia larga: Pasión por el juego</i>	<i>Historia larga: Pasión por el juego</i>	The importance of soccer in Colombian culture
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Culturas tan cercanas y tan lejanas</i>	The life of a married couple who come from different cultures
<i>¡Extra! ¡Extra!</i>	<i>Panorama: Islas de los uros en el lago Titicaca, Perú</i>	Investigation of the cultural practices of the Uros at Lake Titicaca
Integrated Performance Assessment	Interpersonal Speaking	I can compare my way of life with another person’s way of 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>¡Extra! ¡Extra!</i>	<i>Entrevista: Comparación cultural</i>	Comparing and contrasting quality of life to another culture
<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 mundo es nuestro</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 1: Cada gota cuenta</i>	<i>Actividad 3: Habla con Laura</i>	Speaking	I can exchange information in a conversation about the use of water in our communities.
<i>Historieta 2: El corazón de plata</i>	<i>Actividad 5: Habla con Danilo</i>	Speaking	I can participate in a conversation about a story I just read and relate it to my own experience.
<i>Historieta 3: Vamos a Buenos Aires</i>	Interpersonal Speaking: <i>Identidad recuperada</i>	Speaking	I can interview someone about their past experiences.
<i>Historia larga: La pesadilla de Teodorín</i>	Interpersonal Writing: <i>El sueño para mi país</i>	Writing	I can exchange emails with a comic artist who criticized the political and social situation in his country.
Integrated Performance Assessment	Interpersonal Writing	Writing	I can exchange emails by asking and answering questions about injustice and political corruption.
<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>Historieta 2: El corazón de plata</i>	Interpretive Reading and Listening: <i>Todo por el oro</i>	Reading and Listening	I can compare and contrast information from multiple sources about labor issues.
<i>Historieta 3: Vamos a Buenos Aires</i>	Interpretive Reading and Listening: <i>Los desaparecidos</i>	Reading and Listening	I can compare and contrast information from multiple sources about the disappeared in Argentina.
<i>Historieta 1: Cada gota cuenta</i>	<i>Actividad 1: Completa el resumen</i>	Reading	I can understand key information in a story



			about the scarcity of water.
<i>Historieta 2: El corazón de plata</i>	<i>Actividad 1: Cierta o falso + evidencia</i>	Reading	I can understand key information in a story about human rights and social injustice.
<i>Historieta 3: Vamos a Buenos Aires</i>	<i>Actividad 1: Mapamundi</i>	Reading	I can identify key locations in a story.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Mariposas contra la tiranía</i>	Reading	I can understand an article about people who stood up to a dictator.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: El antes y el después de un político</i>	Reading	I can understand an article about protest, human rights abuses, and political upheaval.
<i>¡Extra! ¡Extra!</i>	<i>Biografía: Eva Perón</i>	Reading	Read about Eva Perón
<i>¡Extra! ¡Extra!</i>	Dreaming Spanish with Pablo: <i>El conflicto entre Cataluña y España</i>	Listening	I can understand a video about political and social conflict.
Integrated Performance Assessment	Interpretive Reading and Listening	Reading and Listening	I can compare and contrast information from multiple sources about injustice and political corruption.
<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>			
Section	Title	Mode	Can-Do
<i>Historieta 1: Cada gota cuenta</i>	Presentational Speaking: <i>El agua es oro</i>	Speaking	I can give a speech about water scarcity.
<i>Historia larga: La pesadilla de Teodorín</i>	<i>Actividad 3: Cuéntame la historia</i>	Speaking	I can retell a story about political and social issues.
<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 give a radio broadcast about political injustice and corruption.

<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>¡Extra! ¡Extra!</i>	<i>Panorama: Protestas en España</i>	I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Mariposas contra la tiranía</i>	I can understand unique social and political situations in other countries.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: El antes y el después de un político</i>	I can understand the changing political situation in another country.
<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>Historieta 1: Cada gota cuenta</i>	<i>Historieta 1: Cada gota cuenta</i>	A girl wants to help communities dealing with water scarcity in Honduras.
<i>Historieta 2: El corazón de plata</i>	<i>Historieta 2: El corazón de plata</i>	Story about child labor in silver mines in Peru
<i>Historia larga: La pesadilla de Teodorín</i>	<i>Historia larga: La pesadilla de Teodorín</i>	Story about wealth inequality in Equatorial Guinea and the vice president
<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: Vamos a Buenos Aires</i>	<i>Actividad 1: Mapamundi</i>	Activity exploring the geography of a story

<i>¡Extra! ¡Extra!</i>	<i>Biografía: Eva Perón</i>	A reading about a former first lady of Argentina who helped fight for women's rights
<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 1: Cada gota cuenta</i>	<i>Historieta 1: Cada gota cuenta</i>	The differences in water conservation in the U.S. and in Honduras
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Mariposas contra la tiranía</i>	Three women who stood up to a dictator in the Dominican Republic
<i>¡Extra! ¡Extra!</i>	<i>PechaKucha: Tomar una posición</i>	Students consider protests in other countries and protests in their own.
<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: Cada gota cuenta</i>	<i>Atención</i>	Review of Pronouns
<i>Historieta 2: El corazón de plata</i>	<i>Nota de gramática</i>	Imperfect Subjunctive
<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Palabritas</i>	A close look at the “small words” used in an interview
<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>Dreaming Spanish with Pablo: El conflicto entre Cataluña y España</i>	I can understand a video about political and social conflict.
<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Presentación de Daniela</i>	An Ecuadorian describes their experiences and interactions with neighboring countries

		and how it impacts her life.
<i>¡Extra! ¡Extra!</i>	<i>Biografía: Eva Perón</i>	The life of an important Argentinian historical and political figure
<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>¡Extra! ¡Extra!</i>	<i>Entrevista: Comparación cultural</i>	Consideration of the social and political challenges faced in student's own 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 5: Querer es poder</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 3: El escape virtual</i>	Interpersonal Speaking: <i>La memoria vive</i>	Speaking	I can participate in a conversation about a memorable experience.
<i>Historia larga: El ángel de la guarda</i>	Interpersonal Writing: <i>El dron de la salvación</i>	Writing	I can participate in a conversation with someone who recently arrived in the United States.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can have a conversation with a famous scientist.
<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>Historieta 1: Ladrón de corazones</i>	Interpretive Reading and Listening: <i>Creador de corazones</i>	Reading and Listening	I can compare and contrast information from multiple sources about a famous doctor and inventor.
<i>Historieta 1: Ladrón de corazones</i>	<i>Actividad 1: Selecciona subtítulos</i>	Reading	I can understand key information in a story about an invention.
<i>Historieta 2: El informático de los narcos</i>	<i>Actividad 2: Cierto o falso + evidencia</i>	Reading	I can understand key information in a story about a computer technician.
<i>Historieta 3: El escape virtual</i>	<i>Actividad 2: Opción múltiple</i>	Reading	I can understand key information in a story about a technological innovation.
<i>Historia larga: El ángel de la guarda</i>	<i>Actividad 2: La mejor descripción</i>	Reading	I can understand key information in a story about a drone.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Por la boca muere y mata el pez</i>	Reading	I can understand key information in an article about technology and crime.

<i>¡Extra! ¡Extra!</i>	Dreaming Spanish with Pablo: <i>Cinco inventos españoles</i>	Listening	I can understand the main idea and key information in a video about inventions.
Integrated Performance Assessment	Interpretive Reading and Listening	Reading and Listening	I can compare and contrast information from multiple sources about a famous scientist.

**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>Historieta 1: Ladrón de corazones</i>	Presentational Speaking: <i>Creador de corazones</i>	Speaking	I can give a speech about a famous doctor and inventor.
<i>Historia larga: El ángel de la guarda</i>	<i>Actividad 4: Cuéntame la historia</i>	Speaking	I can retell a story about a drone.
<i>Historieta 1: Ladrón de corazones</i>	<i>Actividad 4: Ensayo persuasivo: A escribir</i>	Writing	I can write an essay about the role of ethics in medicine.
<i>Historieta 2: El informático de los narcos</i>	Presentational Writing: <i>¿Dónde está Octavio?</i>	Writing	I can write a formal letter explaining a situation and asking for help.
<i>Historieta 3: El escape virtual</i>	<i>Actividad 3: Una carta formal</i>	Writing	I can write a proposal for a new game.
<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 an article about the life and experiences of a famous scientist.

**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>Entrevista: Presentación de María Teresa</i>	A Venezuelan describes meteorological and sociological issues in her country.

<i>Historia larga: El ángel de la guarda</i>	<i>Historia larga: El ángel de la guarda</i>	People in Arizona who use technology to help undocumented immigrants in the desert
<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>Panorama: El estado de la ciudad maya de Palenque</i>	I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions.
<i>¡Extra! ¡Extra!</i>	<i>Dreaming Spanish with Pablo: Cinco inventos españoles</i>	Students learn about five inventions from Spain.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Por la boca muere y mata el pez</i>	Technology used by a drug lord to escape prison
<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 1: Ladrón de corazones</i>	<i>Historieta 1: Ladrón de corazones</i>	The history of the first use of an artificial heart in a human
<i>¡Extra! ¡Extra!</i>	<i>Biografía: Carlos Juan Finlay</i>	A reading about an epidemiologist from Cuba who discovered that mosquitos carry yellow fever
<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: El informático de los narcos</i>	<i>Historieta 2: El informático de los narcos</i>	A computer programmer is kidnapped by a

		Mexican drug cartel to work for them.
<i>Historieta 3: El escape virtual</i>	<i>Historieta 3: El escape virtual</i>	Imagining how people in the future will reflect upon current events and issues
<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: Ladrón de corazones</i>	<i>Atención</i>	<i>Poder</i>
<i>Historieta 2: El informático de los narcos</i>	<i>Nota de gramática</i>	“If” Clauses to Describe Cause and Effect
<i>Historieta 3: El escape virtual</i>	<i>Nota de gramática</i>	Review of All Commands
<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Palabritas</i>	A close look at the “small words” used in an interview
<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>	Dreaming Spanish with Pablo: <i>Cinco inventos españoles</i>	Students investigate Spanish inventions and compare them with inventions from the U.S.
<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Comparación cultural</i>	Consideration of Venezuelan environmental concerns and contrasting them with concerns relevant to the U.S.
<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>¡Extra! ¡Extra!</i>	<i>Entrevista: Comparación cultural</i>	Reflection on environmental issues in different countries
<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 6: El arte de la palabra</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>Historia larga: Emilio se casa</i>	Interpersonal Speaking: <i>La memoria vive</i>	Speaking	I can talk with a famous author about their writing.
<i>Historieta 1: El único que no llora</i>	Interpersonal Writing: <i>El dragón que lo perseguía</i>	Writing	I can exchange emails with a famous author.
Integrated Performance Assessment	Interpersonal Writing	Writing	I can exchange ideas with a famous designer.
<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>Historieta 2: Los poemas escondidos</i>	Interpretive Reading and Listening: <i>Neruda vive en el corazón</i>	Reading and Listening	I can compare and contrast information from multiple sources about a poet.
<i>Historieta 1: El único que no llora</i>	<i>Actividad 1: Causa y efecto</i>	Reading	I can understand key information in a story about a famous author.
<i>Historieta 2: Los poemas escondidos</i>	<i>Actividad 1: La mejor descripción</i>	Reading	I can understand key information in a story about literature's influence on people and society.
<i>Historieta 3: El cine clandestino</i>	<i>Actividad 1: Comparar y contrastar</i>	Reading	I can understand key information in a story about film and censorship.
<i>¡Extra! ¡Extra!</i>	Dreaming Spanish with Pablo: <i>La Sagrada Familia</i>	Listening	I can understand a video about a famous temple and the artist who envisioned it.
<i>¡Extra! ¡Extra!</i>	Dreaming Spanish with Pablo: <i>La leyenda del maíz</i>	Listening	I can understand a video about a legend.
<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Comprensión</i>	Listening	I can understand a video about how art challenges and reflects cultural perspectives.

Integrated Performance Assessment	Interpretive Listening and Reading	Listening and Reading	I can compare and contrast information from multiple sources about fashion and culture.
<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>			
Section	Title	Mode	Can-Do
<i>Historieta 1: El único que no llora</i>	<i>Actividad 2: Describe las imágenes</i>	Speaking	I can retell a story about a famous author.
<i>Historia larga: Emilio se casa</i>	<i>Actividad 2: Una presentación</i>	Speaking	I can present on the influence of art.
<i>Historieta 3: El cine clandestino</i>	Presentational Speaking: <i>El arte es vital</i>	Speaking	I can give a speech on censorship.
<i>Historieta 2: Los poemas escondidos</i>	<i>Actividad 2: Una persona</i>	Writing	I can write about famous writers.
<i>Historieta 2: Los poemas escondidos</i>	<i>Actividad 6: Poesía</i>	Writing	I can write a poem in the style of Neruda.
<i>Historieta 3: El cine clandestino</i>	<i>Actividad 3: Carta formal</i>	Writing	I can write a letter to a film rating agency.
<i>Historia larga: Emilio se casa</i>	<i>Actividad 3: Cuéntame la historia</i>	Writing	I can rewrite a story about the influence of art.
<i>Historieta 2: Los poemas escondidos</i>	Presentational Writing: <i>En contra de la censura</i>	Writing	I can write an article about the prohibition of books.
<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Comparación cultural</i>	Writing	I can compare and contrast how music challenges and reflects cultural perspectives in Colombia with how it does in my country, region, and/or people.
<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 give an announcement about a fashion company.
<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 2: Los poemas escondidos</i>	<i>Historieta 2: Los poemas escondidos</i>	Story about different authors whose books were banned in Chile during the Pinochet regime
<i>Historieta 3: El cine clandestino</i>	<i>Historieta 3: El cine clandestino</i>	A group of film enthusiasts gather to watch censored films in Spain during the dictatorship of Francisco Franco.
<i>¡Extra! ¡Extra!</i>	Dreaming Spanish with Pablo: <i>La leyenda del maíz</i>	An Aztec legend about corn
<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>Panorama: La Habana, Cuba</i>	I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions.
<i>¡Extra! ¡Extra!</i>	Dreaming Spanish with Pablo: <i>La Sagrada Familia</i>	An important religious and cultural church in Barcelona
<i>Historieta 2: Los poemas escondidos</i>	Interpretive Reading and Listening: <i>Neruda vive en el corazón</i>	I can understand the significance of Pablo Neruda's poetry.
<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>¡Extra! ¡Extra!</i>	PechaKucha: <i>¡Tu viaje a Barcelona!</i>	Exploration of architecture in Barcelona

<i>¡Extra! ¡Extra!</i>	<i>Biografía: Ana Tijoux</i>	A reading about a musician from France and Chile who uses her music to bridge cultures and bring people together
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### 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: Emilio se casa</i>	<i>Historia larga: Emilio se casa</i>	Story about a children's author who used his books to inspire and encourage young Dominican immigrants
<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Comprensión</i>	I can understand a video about how art challenges and reflects cultural perspectives.

## 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 único que no llora</i>	<i>Nota de gramática</i>	Subjunctive with Personal Reactions
<i>Historieta 2: Los poemas escondidos</i>	<i>Atención</i>	Past Subjunctive
<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Palabritas</i>	A close look at the "small words" used in an interview

### 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>	Dreaming Spanish with Pablo: <i>La leyenda del maíz</i>	I can understand a video about a legend.
<i>¡Extra! ¡Extra!</i>	Dreaming Spanish with Pablo: <i>La Sagrada Familia</i>	I can understand a video about a famous temple and the artist who envisioned it.
<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Comparación cultural</i>	I can compare and contrast how music challenges and reflects cultural perspectives in Colombia with how it

		does in my country, region, and/or people.
<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>¡Extra! ¡Extra!</i>	<i>Entrevista: Comparación cultural</i>	Identifying music and other aspects of culture in Colombia and student's own 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