

**Alignment to ACTFL's World-Readiness Standards for Learning Languages**  
**Voces® Nuestra historia: Primaria 2**

**Nuestra historia: Primaria 2** is an interactive Spanish Comprehensible Input (CI) curriculum with proficiency-based materials for novice-level learners. *Primaria 2* will take your elementary school students from Novice-Mid through Novice-Mid/High levels of proficiency and beyond. This standards-based, online program integrates communication and culture in a cohesive, all-in-one format accessible to students and teachers from any device.

This document illustrates how *Primaria 2* 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: Familia y amigos</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/Description</b>   |
| <i>Evaluación</i>  | PQA   | Speaking    | Interact with your teacher  |
| <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/Description</b>   |
| <i>Historieta 1</i>  | <i>Actividad 1: Opción múltiple</i>                   | Listening   | I can understand a story about making piñatas.                        |
| <i>Historieta 1</i>  | <i>Actividad 2: Correspondiente</i>                   | Reading     | I can match details from Marisa's story.                              |
| <i>Historieta 2</i>  | <i>Actividad 1: Opción múltiple</i>                   | Listening   | I can understand a story about Lidia visiting her family in Colombia. |
| <i>Historieta 2</i>  | <i>Actividad 2: Correspondiente</i>                   | Reading     | I can match details from Lidia's story on the coffee farm.            |
| <i>Historieta 3</i>  | <i>Actividad 1: Opción múltiple</i>                   | Listening   | I can understand a story about the wedding of Rosa's sister.          |
| <i>Historieta 3</i>  | <i>Actividad 2: Correspondiente</i>                   | Reading     | I can match details about the wedding of Rosa's sister.               |
| <i>¡Extra! ¡Extra!</i>   | <i>Videos: Nuestra amiga Jessie Feliz: Episodio 1</i> | Listening   | Understand what Jessie says   |
| <i>¡Extra! ¡Extra!</i>   | <i>Artículos: Rosa y la patarasca colombiana</i>      | Reading     | I can understand a reading about Rosa preparing watermelon            |

|                        |   |           |   |
|------------------------|---|-----------|---|
|                        |   |           | juice.  |
| <i>¡Extra! ¡Extra!</i> | <i>Artículos: La sorpresa de Lidia</i>              | Reading   | I can understand a reading about Lidia exploring the forests of Colombia. |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: ¡Jugamos a la lotería!</i>    | Reading   | I can understand a paragraph about <i>la lotería</i> .                    |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: ¡Feliz cumpleaños a ti!</i>   | Reading   | I can understand a paragraph about birthdays in Colombia.                 |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: Una familia en México</i>     | Reading   | I can understand a paragraph about a family in Mexico City.               |
| <i>Evaluación</i>      | <i>Historia larga: Actividad 1: Opción múltiple</i> | Listening | I can understand a story about the birthday party of Esteban's sister.    |

**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/Description  |
|------------------------|--|---------|---|
| <i>¡Extra! ¡Extra!</i> | <i>Artículos: Rosa y la patarasca colombiana</i> | Reading | I can understand a reading about Rosa preparing watermelon juice. |

## 2. Culture

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

| Section                | Title   | Can-Do/Description   |
|------------------------|---|--|
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: ¡Feliz cumpleaños a ti!</i>   | I can understand a paragraph about birthdays in Colombia.              |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: Una familia en México</i>     | I can understand a paragraph about a family in Mexico City.            |
| <i>Evaluación</i>      | <i>Historia larga: Actividad 1: Opción múltiple</i> | I can understand a story about the birthday party of Esteban's sister. |

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

| Section                | Title  | Can-Do/Description  |
|------------------------|--|---|
| <i>¡Extra! ¡Extra!</i> | <i>Artículos: La sorpresa de Lidia</i>           | I can understand a reading about Lidia exploring the forests of Colombia. |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: ¡Jugamos a la lotería!</i> | I can understand a paragraph about <i>la lotería</i> .                    |

## 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>Artículos: La sorpresa de Lidia</i>              | I can understand a reading about Lidia exploring the forests of Colombia. |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: ¡Jugamos a la lotería!</i>    | I can understand a paragraph about <i>la lotería</i> .                    |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: ¡Feliz cumpleaños a ti!</i>   | I can understand a paragraph about birthdays in Colombia.                 |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: Una familia en México</i>     | I can understand a paragraph about a family in Mexico City.               |
| <i>Evaluación</i>      | <i>Historia larga: Actividad 1: Opción múltiple</i> | I can understand a story about the birthday party of Esteban's sister.    |

### 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: La sorpresa de Lidia</i>              | I can understand a reading about Lidia exploring the forests of Colombia. |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: ¡Jugamos a la lotería!</i>    | I can understand a paragraph about <i>la lotería</i> .                    |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: ¡Feliz cumpleaños a ti!</i>   | I can understand a paragraph about birthdays in Colombia.                 |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: Una familia en México</i>     | I can understand a paragraph about a family in Mexico City.               |
| <i>Evaluación</i>      | <i>Historia larga: Actividad 1: Opción múltiple</i> | I can understand a story about the birthday party of Esteban's sister.    |

## 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>Evaluación</i> | <i>Evaluación de vocabulario</i>                    | I can understand vocabulary about family and friends.                  |
| <i>Evaluación</i> | <i>Historia larga: Actividad 1: Opción múltiple</i> | I can understand a story about the birthday party of Esteban's sister. |
| <i>Evaluación</i> | PQA   | Interact with the teacher and others                                   |

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

| Section                | Title   | Can-Do/Description  |
|------------------------|---|---|
| <i>¡Extra! ¡Extra!</i> | <i>Artículos: La sorpresa de Lidia</i>            | I can understand a reading about Lidia exploring the forests of Colombia. |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: ¡Jugamos a la lotería!</i>  | I can understand a paragraph about <i>la lotería</i> .                    |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: ¡Feliz cumpleaños a ti!</i> | I can understand a paragraph about birthdays in Colombia.                 |

|  |   |  |  |
|--|---|--|--|
| <i>¡Extra! ¡Extra!</i>   | <i>El mundo en fotos: Una familia en México</i>               | I can understand a paragraph about a family in Mexico City.                                |  |
| <i>Evaluación</i>  | <i>Historia larga: Actividad 1: Opción múltiple</i>           | I can understand a story about the birthday party of Esteban’s sister.                     |  |
| <b>5. Communities</b>  |   |  |  |
| <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>  |  |
| Can-Do Assessment  |   | Setting personal language goals, self-assessment on Can-Do statements, and unit reflection |  |
| <b><i>Unidad 2: Escuela</i></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/Description</b>                                    |
| <i>Evaluación</i>  | PQA   | Speaking   | Interact with your teacher                                   |
| <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/Description</b>                                    |
| <i>Historieta 1</i>  | <i>Actividad 1: Opción múltiple</i>                           | Listening  | I can understand Rosa’s story about the pirinola.            |
| <i>Historieta 1</i>  | <i>Actividad 2: Correspondiente</i>                           | Reading  | I can match Rosa’s classmates to the items they are holding. |
| <i>Historieta 2</i>  | <i>Actividad 1: Opción múltiple</i>                           | Listening  | I can understand Dex’s story about paying attention.         |
| <i>Historieta 2</i>  | <i>Actividad 2: Correspondiente</i>                           | Reading  | I can match details from Dex’s story about paying attention. |
| <i>Historieta 3</i>  | <i>Actividad 1: Opción múltiple</i>                           | Listening  | I can understand Manuel’s story about baseball.              |
| <i>Historieta 3</i>  | <i>Actividad 2: Correspondiente</i>                           | Reading  | I can match details from Manuel’s story about baseball.      |
| <i>¡Extra! ¡Extra!</i>   | <i>Videos: Nuestra amiga: Jessie Feliz: Episodio 2</i>        | Listening  | Understand some of what Jessie says                          |
| <i>¡Extra! ¡Extra!</i>   | <i>Artículos: Los chistes de Dex: Dex está en Puerto Rico</i> | Reading  | Understand a story about Puerto Rico                         |
| <i>¡Extra! ¡Extra!</i>   | <i>Artículos: El arte de Luis: Su personaje favorito</i>      | Reading  | Understand a story about someone’s favorite person           |
| <i>¡Extra! ¡Extra!</i>   | <i>El mundo en fotos: El patio de</i>                         | Reading  | I can understand a   |

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|------------------------|--|-----------|--|
|                        | <i>recreo en la República Dominicana</i>                         |           | paragraph about a school playground.                                   |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: Los estudiantes en Argentina</i>           | Reading   | I can understand a paragraph about students in Argentina.              |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: Una escuela en la República Dominicana</i> | Reading   | I can understand a paragraph about a school in the Dominican Republic. |
| <i>Evaluación</i>      | <i>Historia larga: Actividad 1: Opción múltiple</i>              | Listening | I can understand Luis's story about zamba.                             |
| <i>Evaluación</i>      | <i>Historia larga: Actividad 2: Correspondiente</i>              | Reading   | I can match details from Luis's story about zamba.                     |

**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/Description                               |
|------------------------|---|----------|--|
| <i>¡Extra! ¡Extra!</i> | <i>Artículos: Los chistes de Dex: Dex está en Puerto Rico</i>           | Speaking | Answer simple questions that relate to the story |
| <i>¡Extra! ¡Extra!</i> | <i>Artículos: El arte de Luis: Su personaje favorito</i>                | Speaking | Answer simple questions that relate to the story |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: El patio de recreo en la República Dominicana</i> | Speaking | Answer simple questions that relate to the story |

## 2. Culture

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

| Section                | Title   | Can-Do/Description   |
|------------------------|---|--|
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: El patio de recreo en la República Dominicana</i> | I can understand a paragraph about a school playground.                |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: Los estudiantes en Argentina</i>                  | I can understand a paragraph about students in Argentina.              |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: Una escuela en la República Dominicana</i>        | I can understand a paragraph about a school in the Dominican Republic. |
| <i>Evaluación</i>      | <i>Historia larga</i>   | I can understand Luis's story about zamba.                             |

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

| Section                | Title   | Can-Do/Description                                      |
|------------------------|---|---|
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: El patio de recreo en la República Dominicana</i> | I can understand a paragraph about a school playground. |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: Los estudiantes en</i>                            | I can understand a paragraph                            |

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|--|---|---|
|  | <i>Argentina</i>  | about students in Argentina.  |
| <i>¡Extra! ¡Extra!</i>   | <i>El mundo en fotos: Una escuela en la República Dominicana</i>        | I can understand a paragraph about a school in the Dominican Republic.        |
| <i>Evaluación</i>  | <i>Historia larga</i>   | I can understand Luis's story about zamba.                                    |
| <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>El mundo en fotos: El patio de recreo en la República Dominicana</i> | I can understand a paragraph about a school playground.                       |
| <i>¡Extra! ¡Extra!</i>   | <i>El mundo en fotos: Los estudiantes en Argentina</i>                  | I can understand a paragraph about students in Argentina.                     |
| <i>¡Extra! ¡Extra!</i>   | <i>El mundo en fotos: Una escuela en la República Dominicana</i>        | I can understand a paragraph about a school in the Dominican Republic.        |
| <i>Evaluación</i>  | <i>Historia larga</i>   | I can understand Luis's story about zamba.                                    |
| <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>El mundo en fotos: El patio de recreo en la República Dominicana</i> | I can understand a paragraph about a school playground.                       |
| <i>¡Extra! ¡Extra!</i>   | <i>El mundo en fotos: Los estudiantes en Argentina</i>                  | I can understand a paragraph about students in Argentina.                     |
| <i>¡Extra! ¡Extra!</i>   | <i>El mundo en fotos: Una escuela en la República Dominicana</i>        | I can understand a paragraph about a school in the Dominican Republic.        |
| <i>Evaluación</i>  | <i>Historia larga</i>   | I can understand Luis's story about zamba.                                    |
| <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>Evaluación</i>  | <i>Evaluación de vocabulario</i>  | I can understand vocabulary about the house, and activities around the house. |
| <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>El mundo en fotos: El patio de recreo en la República Dominicana</i> | I can understand a paragraph about a school playground.                       |
| <i>¡Extra! ¡Extra!</i>   | <i>El mundo en fotos: Los estudiantes en Argentina</i>                  | I can understand a paragraph about students in Argentina.                     |
| <i>¡Extra! ¡Extra!</i>   | <i>El mundo en fotos: Una escuela en la República Dominicana</i>        | I can understand a paragraph about a school in the Dominican                  |

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|---|---|--|--|
|   |   | Republic.  |  |
| <i>Evaluación</i>   | <i>Historia larga</i>   | I can understand Luis’s story about zamba.   |  |
| 5. Communities  |   |  |  |
| 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.                          |   |  |  |
| Section   | Title   | Can-Do/Description   |  |
| Can-Do Assessment   |   | Setting personal language goals, self-assessment on Can-Do statements, and unit reflection |  |
| Unidad 3: Pasatiempos y deportes  |   |  |  |
| 1. Communication  |   |  |  |
| 1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. |   |  |  |
| Section   | Title   | Mode   | Can-Do/Description   |
| <i>Evaluación</i>   | PQA   | Speaking   | Interact with your teacher   |
| 1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.  |   |  |  |
| Section   | Title   | Mode   | Can-Do/Description   |
| <i>Historieta 1</i>   | <i>Actividad 1: Opción múltiple</i>                                   | Listening  | I can understand a story about Esteban’s and Elisa’s rivalry.                      |
| <i>Historieta 1</i>   | <i>Actividad 2: Correspondiente</i>                                   | Reading  | I can match actions to who does them from Esteban and Elisa’s story about rivalry. |
| <i>Historieta 2</i>   | <i>Actividad 1: Opción múltiple</i>                                   | Listening  | I can understand a story about Marisa visiting Ecuador.                            |
| <i>Historieta 2</i>   | <i>Actividad 2: Correspondiente</i>                                   | Reading  | I can match characters from Marisa’s story to the pastime they enjoy.              |
| <i>Historieta 3</i>   | <i>Actividad 1: Opción múltiple</i>                                   | Listening  | I can understand a story about Luis traveling to Michigan.                         |
| <i>Historieta 3</i>   | <i>Actividad 2: Correspondiente</i>                                   | Reading  | I can match characters from Luis’s story to the location of their actions.         |
| <i>¡Extra! ¡Extra!</i>  | <i>Videos: Nuestra amiga Jessie Feliz: Episodio 3</i>                 | Listening  | Understand some of what someone says in a video                                    |
| <i>¡Extra! ¡Extra!</i>  | <i>Artículos: Los deportes con Esteban: Una competición en Panamá</i> | Reading  | I can understand a story about Esteban learning about a sports competition.        |



|                        |   |           |  |
|------------------------|---|-----------|--|
| <i>¡Extra! ¡Extra!</i> | <i>Artículos: Rosa y el banano rosado</i>           | Reading   | I can understand a reading about Rosa discovering different types of bananas in Ecuador. |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: ¡Jugamos al fútbol!</i>       | Reading   | I can understand a paragraph about playing soccer in Panama.                             |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: ¡Vamos a la playa!</i>        | Reading   | I can understand a paragraph about a beach sport in Ecuador.                             |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: Bocas del Toro</i>            | Reading   | I can understand a paragraph about a town in Panama.                                     |
| <i>Evaluación</i>      | <i>Historia larga: Actividad 1: Opción múltiple</i> | Listening | I can understand a story about Luis visiting Lidia.                                      |
| <i>Evaluación</i>      | <i>Historia larga: Actividad 2: Correspondiente</i> | Reading   | I can match the characters from Luis and Lidia's story to who did the action.            |

**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/Description                    |
|------------------------|---|----------|---------------------------------------|
| <i>¡Extra! ¡Extra!</i> | <i>Artículos: Los deportes con Esteban: Una competición en Panamá</i> | Speaking | Answer questions related to the story |
| <i>¡Extra! ¡Extra!</i> | <i>Artículos: Rosa y el banano rosado</i>                             | Speaking | Answer questions related to the story |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: ¡Jugamos al fútbol!</i>                         | Speaking | Answer questions related to the story |

## 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: Los deportes con Esteban: Una competición en Panamá</i> | I can understand a story about Esteban learning about a sports competition. |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: ¡Jugamos al fútbol!</i>                         | I can understand a paragraph about playing soccer in Panama.                |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: ¡Vamos a la playa!</i>                          | I can understand a paragraph about a beach sport in Ecuador.                |



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|--|--|--|
| <i>¡Extra! ¡Extra!</i>   | <i>El mundo en fotos: Bocas del Toro</i>     | I can understand a paragraph about a town in Panama.                                     |
| <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>Artículos: Rosa y el banano rosado</i>    | I can understand a reading about Rosa discovering different types of bananas in Ecuador. |
| <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>Artículos: Rosa y el banano rosado</i>    | I can understand a reading about Rosa discovering different types of bananas in Ecuador. |
| <i>¡Extra! ¡Extra!</i>   | <i>El mundo en fotos: ¡Vamos a la playa!</i> | I can understand a paragraph about a beach sport in Ecuador.                             |
| <i>¡Extra! ¡Extra!</i>   | <i>El mundo en fotos: Bocas del Toro</i>     | I can understand a paragraph about a town in Panama.                                     |
| <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>Artículos: Rosa y el banano rosado</i>    | I can understand a reading about Rosa discovering different types of bananas in Ecuador. |
| <i>¡Extra! ¡Extra!</i>   | <i>El mundo en fotos: ¡Vamos a la playa!</i> | I can understand a paragraph about a beach sport in Ecuador.                             |
| <i>¡Extra! ¡Extra!</i>   | <i>El mundo en fotos: Bocas del Toro</i>     | I can understand a paragraph about a town in Panama.                                     |
| <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>Evaluación</i>  | <i>Evaluación de vocabulario</i>             | I can understand vocabulary about sports and pastimes.                                   |
| <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: Rosa y el banano rosado</i>    | I can understand a reading about Rosa discovering different types of bananas in Ecuador. |
| <i>¡Extra! ¡Extra!</i>   | <i>El mundo en fotos: ¡Vamos a la playa!</i> | I can understand a paragraph about a beach sport in Ecuador.                             |

|   |  |  |   |
|---|--|--|---|
| <i>¡Extra! ¡Extra!</i>  | <i>El mundo en fotos: Bocas del Toro</i>                 | I can understand a paragraph about a town in Panama.                                       |   |
| 5. Communities  |  |  |   |
| 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.                          |  |  |   |
| Section   | Title  | Can-Do/Description   |   |
| Can-Do Assessment   |  | Setting personal language goals, self-assessment on Can-Do statements, and unit reflection |   |
| Unidad 4: Moda  |  |  |   |
| 1. Communication  |  |  |   |
| 1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. |  |  |   |
| Section   | Title  | Mode   | Can-Do/Description  |
| <i>Evaluación</i>   | PQA  | Listening/Speaking   | Interact with the teacher   |
| 1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.  |  |  |   |
| Section   | Title  | Mode   | Can-Do/Description  |
| <i>Historieta 1</i>   | <i>Actividad 1: Opción múltiple</i>                      | Listening  | I can understand a story about Pacari’s poncho.                               |
| <i>Historieta 2</i>   | <i>Actividad 1: Opción múltiple</i>                      | Listening  | I can understand a story about Esteban’s dance outfit.                        |
| <i>Historieta 3</i>   | <i>Actividad 1: Opción múltiple</i>                      | Listening  | I can understand a story about Lidia trying on clothes.                       |
| <i>¡Extra! ¡Extra!</i>  | <i>Artículos: Lidia descubre la megadiversidad</i>       | Reading  | I can understand a reading about Lidia discovering biodiversity in Guatemala. |
| <i>¡Extra! ¡Extra!</i>  | <i>Artículos: A Dex le encanta bailar</i>                | Reading  | I can understand a paragraph about a dance from Peru.                         |
| <i>¡Extra! ¡Extra!</i>  | <i>El mundo en fotos: La ropa de Guatemala</i>           | Reading  | I can understand a paragraph about what a girl is wearing.                    |
| <i>¡Extra! ¡Extra!</i>  | <i>El mundo en fotos: El poncho de Perú</i>              | Reading  | I can understand a paragraph about a person wearing a poncho.                 |
| <i>¡Extra! ¡Extra!</i>  | <i>El mundo en fotos: El mercado de Chichicastenango</i> | Reading  | I can understand a paragraph about a market in Guatemala.                     |
| <i>Evaluación</i>   | <i>Evaluación de vocabulario</i>                         | Reading  | I can understand vocabulary about   |

|  |  |   |   |
|--|--|---|---|
|  |  |   | clothing and fashion.   |
| <i>Evaluación</i>  | <i>Historia larga: Actividad 1: Opción múltiple</i>      | Listening   | I can understand a story about Marisa and Rosa traveling to Peru. |
| <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>Artículos: A Dex le encanta bailar</i>                | I can understand a paragraph about a dance from Peru.                         |   |
| <i>¡Extra! ¡Extra!</i>   | <i>El mundo en fotos: El mercado de Chichicastenango</i> | I can understand a paragraph about a market in Guatemala.                     |   |
| <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 2</i>  | <i>Actividad 1: Opción múltiple</i>                      | I can understand a story about Esteban’s dance outfit.                        |   |
| <i>¡Extra! ¡Extra!</i>   | <i>El mundo en fotos: La ropa de Guatemala</i>           | I can understand a paragraph about what a girl is wearing.                    |   |
| <i>¡Extra! ¡Extra!</i>   | <i>El mundo en fotos: El poncho de Perú</i>              | I can understand a paragraph about a person wearing a poncho.                 |   |
| <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>Artículos: Lidia descubre la megadiversidad</i>       | I can understand a reading about Lidia discovering biodiversity in Guatemala. |   |
| <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</i>  | <i>Actividad 1: Opción múltiple</i>                      | I can understand a story about Esteban’s dance outfit.                        |   |
| <i>¡Extra! ¡Extra!</i>   | <i>Artículos: A Dex le encanta bailar</i>                | I can understand a paragraph about a dance from Peru.                         |   |
| <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>Evaluación</i>  | <i>Evaluación de vocabulario</i>                         | I can understand vocabulary about clothing and fashion.                       |   |
| <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</i>  | <i>Actividad 1: Opción múltiple</i>                      | I can understand a story about  |   |

|   |   |  |  |
|---|---|--|--|
|   |   | Esteban’s dance outfit.  |  |
| ¡Extra! ¡Extra!   | Artículos: A Dex le encanta bailar                | I can understand a paragraph about a dance from Peru.                                      |  |
| ¡Extra! ¡Extra!   | El mundo en fotos: La ropa de Guatemala           | I can understand a paragraph about what a girl is wearing.                                 |  |
| ¡Extra! ¡Extra!   | El mundo en fotos: El poncho de Perú              | I can understand a paragraph about a person wearing a poncho.                              |  |
| ¡Extra! ¡Extra!   | El mundo en fotos: El mercado de Chichicastenango | I can understand a paragraph about a market in Guatemala.                                  |  |
| 5. Communities  |   |  |  |
| 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.                          |   |  |  |
| Section   | Title   | Can-Do/Description   |  |
| Can-Do Assessment   |   | Setting personal language goals, self-assessment on Can-Do statements, and unit reflection |  |
| Unidad 5: En la casa  |   |  |  |
| 1. Communication  |   |  |  |
| 1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. |   |  |  |
| Section   | Title   | Mode   | Can-Do/Description   |
| Evaluación  | PQA   | Listening/Speaking   | Interact with the teacher  |
| 1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.  |   |  |  |
| Section   | Title   | Mode   | Can-Do/Description   |
| Historieta 1  | Actividad 1: Opción múltiple                      | Listening  | I can understand a story about cleaning the house.                 |
| Historieta 2  | Actividad 1: Opción múltiple                      | Listening  | I can understand a story about making food from Venezuela.         |
| Historieta 3  | Actividad 1: Opción múltiple                      | Listening  | I can understand a story about what Esteban does when he is bored. |
| ¡Extra! ¡Extra!   | Artículos: Esteban quiere jugar al fútbol         | Reading  | I can understand a story about the Mayan ball courts.              |
| ¡Extra! ¡Extra!   | Artículos: La chica nueva                         | Reading  | I can understand a story about making a friend from Paraguay.      |
| ¡Extra! ¡Extra!   | El mundo en fotos: En el jardín                   | Reading  | I can understand a paragraph about working in a garden.            |
| ¡Extra! ¡Extra!   | El mundo en fotos: Las casas de Honduras          | Reading  | I can understand a paragraph about houses                          |

|                        |   |           |  |
|------------------------|---|-----------|--|
|                        |   |           | in Honduras.   |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: Mercado Pamplona</i>          | Reading   | I can understand a paragraph about a market in Pamplona.         |
| <i>Evaluación</i>      | <i>Evaluación de vocabulario</i>                    | Reading   | I can understand vocabulary about healthy living and the body.   |
| <i>Evaluación</i>      | <i>Historia larga: Actividad 1: Opción múltiple</i> | Listening | I can understand a story about Dex playing pranks on his family. |

**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/Description  |
|---------------------|--|----------|---|
| <i>Historieta 1</i> | <i>Actividad 3: ¡Dibuja!</i>                 | Speaking | I can answer questions about my room.                               |
| <i>Historieta 2</i> | <i>Actividad 3: ¡Dibuja!</i>                 | Writing  | I can write the answers to questions about my room or pet.          |
| <i>Historieta 3</i> | <i>Actividad 3: ¡Dibuja!</i>                 | Writing  | I can write about what I do and where I go when I am bored at home. |
| <i>Evaluación</i>   | <i>Historia larga: Actividad 3: ¡Dibuja!</i> | Writing  | I can write about playing a prank.                                  |

**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: Esteban quiere jugar al fútbol</i> | I can understand a story about the Mayan ball courts.    |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: Mercado Pamplona</i>       | I can understand a paragraph about a market in Pamplona. |

**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</i>    | <i>Actividad 1: Opción múltiple</i>             | I can understand a story about making food from Venezuela. |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: Las casas de Honduras</i> | I can understand a paragraph about houses in Honduras.     |

**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>Artículos: Esteban quiere jugar al fútbol</i> | I can understand a story about the Mayan ball courts. |

| 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   |  |
| ¡Extra! ¡Extra!   | El mundo en fotos: Las casas de Honduras  | I can understand a paragraph about houses in Honduras.                                     |  |
| 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   |  |
| Evaluación  | Evaluación de vocabulario                 | I can understand vocabulary about healthy living and the body.                             |  |
| 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   |  |
| Historieta 2  | Actividad 1: Opción múltiple              | I can understand a story about making food from Venezuela.                                 |  |
| ¡Extra! ¡Extra!   | Artículos: Esteban quiere jugar al fútbol | I can understand a story about the Mayan ball courts.                                      |  |
| ¡Extra! ¡Extra!   | El mundo en fotos: Las casas de Honduras  | I can understand a paragraph about houses in Honduras.                                     |  |
| ¡Extra! ¡Extra!   | El mundo en fotos: Mercado Pamplona       | I can understand a paragraph about a market in Pamplona.                                   |  |
| 5. Communities  |   |  |  |
| 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.                            |   |  |  |
| Section   | Title                                     | Can-Do/Description   |  |
| Can-Do Assessment   |   | Setting personal language goals, self-assessment on Can-Do statements, and unit reflection |  |
| Unidad 6: Arte  |   |  |  |
| 1. Communication  |   |  |  |
| 1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.   |   |  |  |
| Section   | Title                                     | Mode   | Can-Do/Description   |
| Evaluación  | PQA                                       | Listening/Speaking   | Interact with the teacher  |
| 1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.  |   |  |  |
| Section   | Title                                     | Mode   | Can-Do/Description   |
| Historieta 1  | Actividad 1: Opción múltiple              | Listening  | I can understand a story about exploring different types of art. |
| Historieta 2  | Actividad 1: Opción múltiple              | Listening  | I can understand a story about an art class.                     |
| Historieta 3  | Actividad 1: Opción múltiple              | Listening  | I can understand a story   |

|                        |   |           |  |
|------------------------|---|-----------|--|
|                        |   |           | about creating a mosaic.   |
| <i>¡Extra! ¡Extra!</i> | <i>Artículos: A Marisa le encanta el arte</i>           | Reading   | I can understand a story about art in Madrid, Spain.             |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: Una obra maestra presidencial</i> | Reading   | I can understand a paragraph about a work of art in El Salvador. |
| <i>Evaluación</i>      | <i>Evaluación de vocabulario</i>                        | Reading   | I can understand vocabulary about art, shapes, and colors.       |
| <i>Evaluación</i>      | <i>Historia larga: Actividad 1: Opción múltiple</i>     | Listening | I can understand a story about trying new food from El Salvador. |

**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/Description  |
|------------------------|---|----------|---|
| <i>¡Extra! ¡Extra!</i> | <i>Artículos: A Rosa le gusta cocinar</i>       | Speaking | I can share my opinion about <i>patatas bravas</i> .              |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: Un edificio artístico</i> | Speaking | I can share my opinion about the style of house I prefer.         |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: El museo de Huelva</i>    | Speaking | I can express an opinion about art.                               |
| <i>Evaluación</i>      | <i>Historia larga: Actividad 3: ¡Dibuja!</i>    | Writing  | I can write a description about a plate of food from El Salvador. |

## 2. Culture

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

| Section                | Title   | Can-Do/Description  |
|------------------------|---|---|
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: Un edificio artístico</i> | I can share my opinion about the style of house I prefer. |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: El museo de Huelva</i>    | I can express an opinion about art.                       |

**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 1</i>    | <i>Actividad 1: Opción múltiple</i>                 | I can understand a story about exploring different types of art. |
| <i>¡Extra! ¡Extra!</i> | <i>Artículos: A Marisa le encanta el arte</i>       | I can understand a story about art in Madrid, Spain.             |
| <i>Evaluación</i>      | <i>Historia larga: Actividad 1: Opción múltiple</i> | I can understand a story about trying new food from El Salvador. |
| <i>¡Extra! ¡Extra!</i> | <i>Artículos: A Rosa le gusta cocinar</i>           | I can share my opinion about                                     |



|  |   |  |
|--|---|--|
|  |   | <i>patatas bravas.</i>   |
| <i>Evaluación</i>  | <i>Historia larga: Actividad 3: ¡Dibuja!</i>            | I can write a description about a plate of food from El Salvador.                          |
| <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</i>  | <i>Actividad 1: Opción múltiple</i>                     | I can understand a story about exploring different types of art.                           |
| <i>¡Extra! ¡Extra!</i>   | <i>Artículos: A Marisa le encanta el arte</i>           | I can understand a story about art in Madrid, Spain.                                       |
| <i>¡Extra! ¡Extra!</i>   | <i>El mundo en fotos: Una obra maestra presidencial</i> | I can understand a paragraph about a work of art in El Salvador.                           |
| <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>El mundo en fotos: Un edificio artístico</i>         | I can share my opinion about the style of house I prefer.                                  |
| <i>¡Extra! ¡Extra!</i>   | <i>El mundo en fotos: El museo de Huelva</i>            | I can express an opinion about art.  |
| <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>Evaluación</i>  | <i>Evaluación de vocabulario</i>                        | I can understand vocabulary about art, shapes, and colors.                                 |
| <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>Evaluación</i>  | <i>Historia larga: Actividad 1: Opción múltiple</i>     | I can understand a story about trying new food from El Salvador.                           |
| <i>¡Extra! ¡Extra!</i>   | <i>Artículos: A Rosa le gusta cocinar</i>               | I can share my opinion about <i>patatas bravas</i> .                                       |
| <i>Evaluación</i>  | <i>Historia larga: Actividad 3: ¡Dibuja!</i>            | I can write a description about a plate of food from El Salvador.                          |
| <b>5. Communities</b>  |   |  |
| <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>  |
| Can-Do Assessment  |   | Setting personal language goals, self-assessment on Can-Do statements, and unit reflection |
| <b>Unidad 7: Cuerpo y comida</b>   |   |  |
| <b>1. Communication</b>  |   |  |

**1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.**

| Section           | Title | Mode               | Can-Do/Description        |
|-------------------|-------|--------------------|---------------------------|
| <i>Evaluación</i> | PQA   | Listening/Speaking | Interact with the teacher |

**1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.**

| Section                | Title   | Mode      | Can-Do/Description   |
|------------------------|---|-----------|--|
| <i>Historieta 1</i>    | <i>Actividad 1: Opción múltiple</i>                 | Listening | I can understand a story about Dex being active.                   |
| <i>Historieta 2</i>    | <i>Actividad 1: Opción múltiple</i>                 | Listening | I can understand a story about Luis getting ready for music class. |
| <i>Historieta 3</i>    | <i>Actividad 1: Opción múltiple</i>                 | Listening | I can understand a story about Rosa getting ready in the morning.  |
| <i>¡Extra! ¡Extra!</i> | <i>Artículos: El secreto de don Ramiro</i>          | Reading   | I can understand a reading about dancing for exercise.             |
| <i>¡Extra! ¡Extra!</i> | <i>Artículos: Lidia y el pájaro especial</i>        | Reading   | I can understand a reading about a plant from Nicaragua.           |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: La capital de Cuba</i>        | Reading   | I can understand a paragraph about the capital of Cuba.            |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: Las calles de Trinidad</i>    | Reading   | I can understand a paragraph about the streets of Trinidad.        |
| <i>Evaluación</i>      | <i>Evaluación de vocabulario</i>                    | Reading   | I can understand vocabulary about healthy living and the body.     |
| <i>Evaluación</i>      | <i>Historia larga: Actividad 1: Opción múltiple</i> | Listening | I can understand a story about Esteban's baseball game.            |

**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/Description  |
|---------------------|------------------------------|---------|---|
| <i>Historieta 1</i> | <i>Actividad 3: ¡Dibuja!</i> | Writing | I can write about an activity I do for healthy living.          |
| <i>Historieta 2</i> | <i>Actividad 3: ¡Dibuja!</i> | Writing | I can write a few sentences about getting ready in the morning. |
| <i>Historieta 3</i> | <i>Actividad 3: ¡Dibuja!</i> | Writing | I can write a few   |

|   |  |  |  |
|---|--|--|--|
|   |  |  | sentences about when I get ready in the morning.   |
| <i>Evaluación</i>   | <i>Historia larga: Actividad 3: ¡Dibuja!</i>     | Writing  | I can write a few sentences about a special event. |
| 2. 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>Artículos: Lidia y el pájaro especial</i>     | I can understand a reading about a plant from Nicaragua.       |  |
| 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>Artículos: Lidia y el pájaro especial</i>     | I can understand a reading about a plant from Nicaragua.       |  |
| <i>¡Extra! ¡Extra!</i>  | <i>El mundo en fotos: La capital de Cuba</i>     | I can understand a paragraph about the capital of Cuba.        |  |
| <i>¡Extra! ¡Extra!</i>  | <i>El mundo en fotos: Las calles de Trinidad</i> | I can understand a paragraph about the streets of Trinidad.    |  |
| 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: Lidia y el pájaro especial</i>     | I can understand a reading about a plant from Nicaragua.       |  |
| <i>¡Extra! ¡Extra!</i>  | <i>El mundo en fotos: La capital de Cuba</i>     | I can understand a paragraph about the capital of Cuba.        |  |
| <i>¡Extra! ¡Extra!</i>  | <i>El mundo en fotos: Las calles de Trinidad</i> | I can understand a paragraph about the streets of Trinidad.    |  |
| 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>Evaluación</i>   | <i>Evaluación de vocabulario</i>                 | I can understand vocabulary about healthy living and the body. |  |
| 4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.                          |  |  |  |
| Section   | Title  | Can-Do/Description   |  |
| <i>¡Extra! ¡Extra!</i>  | <i>El mundo en fotos: La capital de Cuba</i>     | I can understand a paragraph about the capital of Cuba.        |  |
| <i>¡Extra! ¡Extra!</i>  | <i>El mundo en fotos: Las calles de Trinidad</i> | I can understand a paragraph about the streets of Trinidad.    |  |
| 5. Communities  |  |  |  |
| 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for  |  |  |  |

| enjoyment, enrichment, and advancement.   |  |  |   |
|---|--|--|---|
| Section   | Title  | Can-Do/Description   |   |
| Can-Do Assessment   |  | Setting personal language goals, self-assessment on Can-Do statements, and unit reflection |   |
| Unidad 8: Ciudad y comunidad  |  |  |   |
| 1. Communication  |  |  |   |
| 1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.   |  |  |   |
| Section   | Title  | Mode   | Can-Do/Description  |
| Evaluación  | PQA  | Listening/Speaking   | Interact with the teacher   |
| 1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.  |  |  |   |
| Section   | Title  | Mode   | Can-Do/Description  |
| Historieta 1  | Actividad 1: Opción múltiple                 | Listening  | I can understand a story about Dex exploring the city.                    |
| Historieta 2  | Actividad 1: Opción múltiple                 | Listening  | I can understand a story about Esteban and Ángel taking a bus to a party. |
| Historieta 3  | Actividad 1: Opción múltiple                 | Listening  | I can understand a story about Lidia running her errands for her father.  |
| ¡Extra! ¡Extra!   | Artículos: A Esteban le gusta el béisbol     | Reading  | I can understand a story about baseball in Puerto Rico.                   |
| ¡Extra! ¡Extra!   | Artículos: Un sueño de sal                   | Reading  | I can understand a reading about the Salt Plains of Bolivia.              |
| ¡Extra! ¡Extra!   | El mundo en fotos: La costa de Puerto Rico   | Reading  | I can understand a paragraph about San Juan, Puerto Rico.                 |
| ¡Extra! ¡Extra!   | El mundo en fotos: Una ciudad vieja          | Reading  | I can understand a paragraph about a city in Bolivia.                     |
| Evaluación  | Evaluación de vocabulario                    | Reading  | I can understand vocabulary about healthy living and the body.            |
| Evaluación  | Historia larga: Actividad 1: Opción múltiple | Listening  | I can understand a story about Marisa and Sara exploring the city.        |
| 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/Description                                      |
|------------------------|--|----------|---|
| <i>Historieta 1</i>    | <i>Actividad 3: ¡Dibuja!</i>                       | Writing  | I can explain where I go in a city and how I get there. |
| <i>Historieta 2</i>    | <i>Actividad 3: ¡Dibuja!</i>                       | Writing  | I can describe a party and how I arrived at the party.  |
| <i>Historieta 3</i>    | <i>Actividad 3: ¡Dibuja!</i>                       | Writing  | I can describe going to buy something by myself.        |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: Una plaza en Puerto Rico</i> | Speaking | I can talk about buildings in a city.                   |
| <i>Evaluación</i>      | <i>Historia larga: Actividad 3: ¡Dibuja!</i>       | Writing  | I can describe Sara and Marisa's day in the city.       |

## 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</i>    | <i>Actividad 1: Opción múltiple</i>             | I can understand a story about Esteban and Ángel taking a bus to a party. |
| <i>¡Extra! ¡Extra!</i> | <i>Artículos: A Esteban le gusta el béisbol</i> | I can understand a story about baseball in Puerto Rico.                   |

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

| Section                | Title                             | Can-Do/Description   |
|------------------------|-----------------------------------|--|
| <i>¡Extra! ¡Extra!</i> | <i>Artículos: Un sueño de sal</i> | I can understand a reading about the Salt Plains of Bolivia. |

## 3. Connections

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

| Section                | Title                             | Can-Do/Description   |
|------------------------|-----------------------------------|--|
| <i>¡Extra! ¡Extra!</i> | <i>Artículos: Un sueño de sal</i> | I can understand a reading about the Salt Plains of Bolivia. |

**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: Un sueño de sal</i>                 | I can understand a reading about the Salt Plains of Bolivia. |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: La costa de Puerto Rico</i> | I can understand a paragraph about San Juan, Puerto Rico.    |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: Una ciudad vieja</i>        | I can understand a paragraph about a city in Bolivia.        |

## 4. Comparisons

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

| Section | Title | Can-Do/Description |
|---------|-------|--------------------|
|---------|-------|--------------------|

|  |   |  |   |
|--|---|--|---|
| <i>Evaluación</i>  | <i>Evaluación de vocabulario</i>                  | I can understand vocabulary about healthy living and the body.                             |   |
| 4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. |   |  |   |
| Section  | Title   | Can-Do/Description   |   |
| <i>¡Extra! ¡Extra!</i>   | <i>Artículos: A Esteban le gusta el béisbol</i>   | I can understand a story about baseball in Puerto Rico.                                    |   |
| <i>¡Extra! ¡Extra!</i>   | <i>El mundo en fotos: La costa de Puerto Rico</i> | I can understand a paragraph about San Juan, Puerto Rico.                                  |   |
| <i>¡Extra! ¡Extra!</i>   | <i>El mundo en fotos: Una ciudad vieja</i>        | I can understand a paragraph about a city in Bolivia.                                      |   |
| 5. Communities   |   |  |   |
| 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.                           |   |  |   |
| Section  | Title   | Can-Do/Description   |   |
| Can-Do Assessment  |   | Setting personal language goals, self-assessment on Can-Do statements, and unit reflection |   |
| Unidad 9: Viajes   |   |  |   |
| 1. Communication   |   |  |   |
| 1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.  |   |  |   |
| Section  | Title   | Mode   | Can-Do/Description  |
| <i>Evaluación</i>  | PQA   | Listening/Speaking   | Interact with the teacher   |
| 1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.   |   |  |   |
| Section  | Title   | Mode   | Can-Do/Description  |
| <i>Historieta 1</i>  | <i>Actividad 1: Opción múltiple</i>               | Listening  | I can understand a story about Luis taking a train to Chile.                |
| <i>Historieta 2</i>  | <i>Actividad 1: Opción múltiple</i>               | Listening  | I can understand a story about Rosa and Marisa traveling to Chile by plane. |
| <i>Historieta 3</i>  | <i>Actividad 1: Opción múltiple</i>               | Listening  | I can understand a story about Dex and Esteban visiting Chile.              |
| <i>¡Extra! ¡Extra!</i>   | <i>Artículos: Lagos y volcanes en Costa Rica</i>  | Reading  | I can understand a paragraph about volcanoes in Costa Rica.                 |
| <i>¡Extra! ¡Extra!</i>   | <i>Artículos: Arte en las calles</i>              | Reading  | I can understand a paragraph about street art in Chile.                     |
| <i>¡Extra! ¡Extra!</i>   | <i>El mundo en fotos: Una</i>                     | Reading  | I can understand a  |

|                        |   |           |   |
|------------------------|---|-----------|---|
|                        | <i>caminata en Costa Rica</i>                       |           | paragraph about the landscape in Costa Rica.  |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: La isla de Pascua</i>         | Reading   | I can understand a paragraph about statues on Easter Island.  |
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: Una vista del océano</i>      | Reading   | I can talk about what kind of weather I prefer on vacation.   |
| <i>Evaluación</i>      | <i>Evaluación de vocabulario</i>                    | Reading   | I can understand vocabulary about world travel.   |
| <i>Evaluación</i>      | <i>Historia larga: Actividad 1: Opción múltiple</i> | Listening | I can understand a story about Lidia, Luis, Rosa, Marisa, Esteban, and Dex attending a music festival in Chile. |

**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/Description   |
|---------------------|--|---------|--|
| <i>Historieta 1</i> | <i>Actividad 3: ¡Dibuja!</i>                 | Writing | I can write about traveling on a train.                                |
| <i>Historieta 1</i> | <i>Actividad 3: ¡Dibuja!</i>                 | Writing | I can write about traveling on an airplane.                            |
| <i>Historieta 1</i> | <i>Actividad 3: ¡Dibuja!</i>                 | Writing | I can write about staying at a hotel.                                  |
| <i>Evaluación</i>   | <i>Historia larga: Actividad 3: ¡Dibuja!</i> | Writing | I can write about what Lidia and Luis did at the hotel in the evening. |

## 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: Arte en las calles</i>                | I can understand a paragraph about street art in Chile.   |
| <i>Evaluación</i>      | <i>Historia larga: Actividad 1: Opción múltiple</i> | I can understand a story about Lidia, Luis, Rosa, Marisa, Esteban, and Dex attending a music festival in Chile. |

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

| Section                | Title  | Can-Do/Description  |
|------------------------|--|---|
| <i>¡Extra! ¡Extra!</i> | <i>Artículos: Lagos y volcanes en Costa Rica</i> | I can understand a paragraph about volcanoes in Costa Rica. |
| <i>¡Extra! ¡Extra!</i> | <i>Artículos: Arte en las calles</i>             | I can understand a paragraph about street art in Chile.     |

## 3. Connections



| <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>Artículos: Lagos y volcanes en Costa Rica</i>     | I can understand a paragraph about volcanoes in Costa Rica.   |
| <i>¡Extra! ¡Extra!</i>   | <i>Artículos: Arte en las calles</i>                 | I can understand a paragraph about street art in Chile.   |
| <i>¡Extra! ¡Extra!</i>   | <i>El mundo en fotos: Una caminata en Costa Rica</i> | I can understand a paragraph about the landscape in Costa Rica.   |
| <i>¡Extra! ¡Extra!</i>   | <i>El mundo en fotos: La isla de Pascua</i>          | I can understand a paragraph about statues on Easter Island.  |
| <i>Evaluación</i>  | <i>Historia larga: Actividad 1: Opción múltiple</i>  | I can understand a story about Lidia, Luis, Rosa, Marisa, Esteban, and Dex attending a music festival in 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>¡Extra! ¡Extra!</i>   | <i>Artículos: Arte en las calles</i>                 | I can understand a paragraph about street art in Chile.   |
| <i>Evaluación</i>  | <i>Historia larga: Actividad 1: Opción múltiple</i>  | I can understand a story about Lidia, Luis, Rosa, Marisa, Esteban, and Dex attending a music festival in Chile. |
| <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>Evaluación</i>  | <i>Evaluación de vocabulario</i>                     | I can understand vocabulary about world travel.   |
| <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</i>  | <i>Actividad 1: Opción múltiple</i>                  | I can understand a story about Dex and Esteban visiting Chile.  |
| <i>¡Extra! ¡Extra!</i>   | <i>Artículos: Arte en las calles</i>                 | I can understand a paragraph about street art in Chile.   |
| <i>¡Extra! ¡Extra!</i>   | <i>El mundo en fotos: Una caminata en Costa Rica</i> | I can understand a paragraph about the landscape in Costa Rica.   |
| <i>Evaluación</i>  | <i>Historia larga: Actividad 1: Opción múltiple</i>  | I can understand a story about Lidia, Luis, Rosa, Marisa, Esteban, and Dex attending a music festival in Chile. |
| <b>5. Communities</b>  |  |   |
| <b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for</b>  |  |   |

| enjoyment, enrichment, and advancement. |       |  |
|---|-------|--|
| Section                                 | Title | Can-Do/Description   |
| Can-Do Assessment                       |       | Setting personal language goals, self-assessment on Can-Do statements, and unit reflection |

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