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-inone 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.

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Unidad 1: Familia	· ·		
	arners interact and negotiate meani	ng in spokon si	and an written
_	re information, reactions, feelings, ar		gned, or written
Section	Title	Mode	Can-Do/Description
Evaluación	PQA	Speaking	Interact with your teacher
1.2 Interpretive: Lea variety of topics.	rners understand, interpret, and ana	alyze what is hea	ard, read, or viewed on a
Section	Title	Mode	Can-Do/Description
Historieta 1	Actividad 1: Opción múltiple	Listening	I can understand a story about making piñatas.
Historieta 1	Actividad 2: Correspondiente	Reading	I can match details from
		<u> </u>	Marisa's story.
Historieta 2	Actividad 1: Opción múltiple	Listening	I can understand a story about Lidia visiting her
			family in Colombia.
Historieta 2	Actividad 2: Correspondiente	Reading	I can match details from
			Lidia's story on the
			coffee farm.
Historieta 3	Actividad 1: Opciónmúltiple	Listening	I can understand a story
			about the wedding of
			Rosa's sister.
Historieta 3	Actividad 2: Correspondiente	Reading	I can match details
			about the wedding of
		<u> </u>	Rosa's sister.
¡Extra! ¡Extra!	Videos: Nuestra amiga Jessie	Listening	Understand what Jessie
	Feliz: Episodio 1	D 11	says
¡Extra! ¡Extra!	Artículos: Rosa y la patarasca	Reading	I can understand a
	colombiana		reading about Rosa

preparing watermelon

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

Section	Title	Mode	Can-Do/Description
¡Extra! ¡Extra!	Artículos: Rosa y la patarasca colombiana	Reading	I can understand a reading about Rosa preparing watermelon iuice.

2. Culture

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

Section	Title	Can-Do/Description
¡Extra! ¡Extra!	El mundo en fotos: ¡Feliz cumpleaños a ti!	I can understand a paragraph about birthdays in Colombia.
¡Extra! ¡Extra!	El mundo en fotos: Una familia en México	I can understand a paragraph about a family in Mexico City.
Evaluación	Historia larga: Actividad 1: Opción múltiple	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.

relationship between the	itionship between the products and perspectives of the cultures studied.			
Section	Title	Can-Do/Description		
¡Extra! ¡Extra!	Artículos: La sorpresa de Lidia	I can understand a reading about		
		Lidia exploring the forests of		
		Colombia.		
¡Extra! ¡Extra!	El mundo en fotos: ¡Jugamos a la lotería!	I can understand a paragraph		
		about <i>la loteria</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
¡Extra! ¡Extra!	Artículos: La sorpresa de Lidia	I can understand a reading about
		Lidia exploring the forests of
		Colombia.
¡Extra! ¡Extra!	El mundo en fotos: ¡Jugamos a la lotería!	I can understand a paragraph
		about <i>la loteria</i> .
¡Extra! ¡Extra!	El mundo en fotos: ¡Feliz cumpleaños a ti!	I can understand a paragraph
		about birthdays in Colombia.
¡Extra! ¡Extra!	El mundo en fotos: Una familia en México	I can understand a paragraph
		about a family in Mexico City.
Evaluación	Historia larga: Actividad 1: Opción	I can understand a story about
	múltiple	the birthday party of Esteban's
		sister.
	: Learners access and evaluate information	and diverse perspectives that
	e language and its cultures.	
Section	Title	Can-Do/Description
¡Extra! ¡Extra!	Artículos: La sorpresa de Lidia	I can understand a reading about
		Lidia exploring the forests of
		Colombia.
¡Extra! ¡Extra!	El mundo en fotos: ¡Jugamos a la lotería!	I can understand a paragraph
		about <i>la lotería</i> .
¡Extra! ¡Extra!	El mundo en fotos: ¡Feliz cumpleaños a ti!	I can understand a paragraph
		about birthdays in Colombia.
¡Extra! ¡Extra!	El mundo en fotos: Una familia en México	I can understand a paragraph
		about a family in Mexico City.
Evaluación	Historia larga: Actividad 1: Opción	I can understand a story about the
	múltiple	birthday party of Esteban's sister.
4. Comparisons		
	use the language to investigate, explain, an	
	arisons of the language studied and their ov	
Section	Title	Can-Do/Description
Evaluación	Evaluación de vocabulario	I can understand vocabulary
T 1		about family and friends.
Evaluación	Historia larga: Actividad 1: Opción	I can understand a story about the
T 1	múltiple	birthday party of Esteban's sister.
Evaluación	PQA	Interact with the teacher and
1001		others
	se the language to investigate, explain, and	reflect on the concept of culture
	the cultures studied and their own.	G D /D
Section	Title	Can-Do/Description
¡Extra! ¡Extra!	Artículos: La sorpresa de Lidia	I can understand a reading about
		Lidia exploring the forests of
T		Colombia.
¡Extra! ¡Extra!	El mundo en fotos: ¡Jugamos a la lotería!	I can understand a paragraph
		about <i>la lotería</i> .
¡Extra! ¡Extra!	El mundo en fotos: ¡Feliz cumpleaños a ti!	I can understand a paragraph
		about birthdays in Colombia.

¡Extra! ¡Extra!	El mundo en fotos: Una familia e	n México	I can ur	nderstand a paragraph
				family in Mexico City.
Evaluación	Historia larga: Actividad 1: Opción		I can ur	nderstand a story about the
	múltiple		birthday	y party of Esteban's sister.
5. Communitie	s			
	g: Learners set goals and reflect on	their prog	ress in us	sing languages for
	ent, and advancement.		1	
Section	Title			o/Description
Can-Do Assessment				personal language goals,
				essment on Can-Do
W 11 10 F 1			stateme	ents, and unit reflection
Unidad 2: Escuela				
1. Communicat				• • • • • • • • • • • • • • • • • • • •
	earners interact and negotiate mean re information, reactions, feelings, a			ed, or written
Section	Title	Mode		Can-Do/Description
Evaluación	PQA	Speakir	ng	Interact with your teacher
1.2 Interpretive: Leavariety of topics.	arners understand, interpret, and an	alyze what	is heard	l, read, or viewed on a
Section	Title	Mode		Can-Do/Description
Historieta l	Actividad 1: Opción múltiple	Listenii	ng	I can understand Rosa's story about the pirinola.
Historieta 1	Actividad 2: Correspondiente	Reading	g	I can match Rosa's classmates to the items they are holding.
Historieta 2	Actividad 1: Opción múltiple	Listenii	ng	I can understand Dex's story about paying attention.
Historieta 2	Actividad 2: Correspondiente	Reading	g	I can match details from Dex's story about paying attention.
Historieta 3	Actividad 1: Opción múltiple	Listenii	ng	I can understand Manuel's story about baseball.
Historieta 3	Actividad 2: Correspondiente	Reading	g	I can match details from Manuel's story about baseball.
¡Extra! ¡Extra!	Videos: Nuestra amiga: Jessie Feliz: Episodio 2	Listenii		Understand some of what Jessie says
¡Extra! ¡Extra!	Artículos: Los chistes de Dex: Dex está en Puerto Rico	Reading		Understand a story about Puerto Rico
¡Extra! ¡Extra!	Artículos: El arte de Luis: Su personaje favorito	Reading	g 	Understand a story about someone's favorite person
¡Extra! ¡Extra!	El mundo en fotos: El patio de	Reading	g	I can understand a

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

Section	Title	Mode	Can-Do/Description
¡Extra! ¡Extra!	Artículos: Los chistes de Dex:	Speaking	Answer simple
	Dex está en Puerto Rico		questions that relate to
			the story
¡Extra! ¡Extra!	Artículos: El arte de Luis: Su	Speaking	Answer simple
	personaje favorito		questions that relate to
			the story
¡Extra! ¡Extra!	El mundo en fotos: El patio de	Speaking	Answer simple
	recreo en la República		questions that relate to
	Dominicana		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
¡Extra! ¡Extra!	El mundo en fotos: El patio de recreo en la República Dominicana	I can understand a paragraph about a school playground.
¡Extra! ¡Extra!	El mundo en fotos: Los estudiantes en Argentina	I can understand a paragraph about students in Argentina.
¡Extra! ¡Extra!	El mundo en fotos: Una escuela en la República Dominicana	I can understand a paragraph about a school in the Dominican Republic.
Evaluación	Historia larga	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
¡Extra! ¡Ex	tra!	El mundo en fotos: El patio de recreo en la	I can understand a paragraph
		República Dominicana	about a school playground.
¡Extra! ¡Ex	tra!	El mundo en fotos: Los estudiantes en	I can understand a paragraph

	Argentina	about students in Argentina.
¡Extra! ¡Extra!	El mundo en fotos: Una escuela en la	I can understand a paragraph
	República Dominicana	about a school in the Dominican
	•	Republic.
Evaluación	Historia larga	I can understand Luis's story
	3	about zamba.
3. Connections		
	s: Learners build, reinforce, and expand their	knowledge of other disciplines
-	uage to develop critical thinking and to solve p	<u>.</u>
Section Section	Title	Can-Do/Description
¡Extra! ¡Extra!	El mundo en fotos: El patio de recreo en la	I can understand a paragraph
EXII'a: EXII'a:	República Dominicana	about a school playground.
¡Extra! ¡Extra!	El mundo en fotos: Los estudiantes en	I can understand a paragraph
Extra! Extra!	· ·	
· Et al · Et al	Argentina	about students in Argentina.
¡Extra! ¡Extra!	El mundo en fotos: Una escuela en la	I can understand a paragraph about a school in the Dominican
	República Dominicana	
E 1 ./	TO I	Republic.
Evaluación	Historia larga	I can understand Luis's story
		about zamba.
	ives: Learners access and evaluate information	and diverse perspectives that
	h the language and its cultures.	
Section	Title	Can-Do/Description
¡Extra! ¡Extra!	El mundo en fotos: El patio de recreo en la	I can understand a paragraph
	República Dominicana	about a school playground.
¡Extra! ¡Extra!	El mundo en fotos: Los estudiantes en	I can understand a paragraph
	Argentina	about students in Argentina.
¡Extra! ¡Extra!	El mundo en fotos: Una escuela en la	I can understand a paragraph
	República Dominicana	about a school in the Dominican
		Republic.
Evaluación	Historia larga	I can understand Luis's story
		about zamba.
4. Comparisons	S	
	ners use the language to investigate, explain, an	d reflect on the nature of
	omparisons of the language studied and their ov	
Section		Can-Do/Description
Evaluación	Evaluación de vocabulario	I can understand vocabulary
		about the house, and activities
		around the house.
4.2 Culture: Learner	rs use the language to investigate, explain, and	
	s of the cultures studied and their own.	remeet on the concept of culture
Section Section	Title	Can-Do/Description
¡Extra! ¡Extra!	El mundo en fotos: El patio de recreo en la	I can understand a paragraph
тылии: тылии:	República Dominicana	about a school playground.
:Extual :Extual		2 2 2
¡Extra! ¡Extra!	El mundo en fotos: Los estudiantes en	I can understand a paragraph
Francis Francis	Argentina	about students in Argentina.
¡Extra! ¡Extra!	El mundo en fotos: Una escuela en la	I can understand a paragraph
	República Dominicana	about a school in the Dominican

		Republic.		
Evaluación	Historia larga	I can understand Luis's story		
		about zamba.		
5. Communiti	ies			
5.2 Lifelong Learni	5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for			
enjoyment, enrichr	ment, and advancement.			
Section	Title	Can-Do/Description		
Can-Do Assessment	t	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
Evaluación	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
Historieta 1	Actividad 1: Opción múltiple	Listening	I can understand a story
			about Esteban's and
			Elisa's rivalry.
Historieta 1	Actividad 2: Correspondiente	Reading	I can match actions to
			who does them from
			Esteban and Elisa's
			story about rivalry.
Historieta 2	Actividad 1: Opción múltiple	Listening	I can understand a story
			about Marisa visiting
			Ecuador.
Historieta 2	Actividad 2: Correspondiente	Reading	I can match characters
			from Marisa's story to
			the pastime they enjoy.
Historieta 3	Actividad 1: Opción múltiple	Listening	I can understand a story
			about Luis traveling to
			Michigan.
Historieta 3	Actividad 2: Correspondiente	Reading	I can match characters
			from Luis's story to the
			location of their actions.
¡Extra! ¡Extra!	Videos: Nuestra amiga Jessie	Listening	Understand some of
	Feliz: Episodio 3		what someone says in a
			video
¡Extra! ¡Extra!	Artículos: Los deportes con	Reading	I can understand a story
	Esteban: Una competición en		about Esteban learning
	Panamá		about a sports
			competition.

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

Section	Title	Mode	Can-Do/Description
¡Extra! ¡Extra!	Artículos: Los deportes con	Speaking	Answer questions
	Esteban: Una competición en Panamá		related to the story
¡Extra! ¡Extra!	Artículos: Rosa y el banano rosado	Speaking	Answer questions related to the story
¡Extra! ¡Extra!	El mundo en fotos: ¡Jugamos al fútbol!	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
¡Extra! ¡Extra!	Artículos: Los deportes con Esteban: Una	I can understand a story about
	competición en Panamá	Esteban learning about a sports
		competition.
¡Extra! ¡Extra!	El mundo en fotos: ¡Jugamos al fútbol!	I can understand a paragraph
		about playing soccer in Panama.
¡Extra! ¡Extra!	El mundo en fotos: ¡Vamos a la playa!	I can understand a paragraph
		about a beach sport in Ecuador.

¡Extra! ¡Extra!	El mundo en fotos: Bocas del Toro	I can understand a paragraph about a town in Panama.	
2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the			
Section	the products and perspectives of the cultures studied. Title Can-Do/Description		
¡Extra! ¡Extra!	Artículos: Rosa y el banano rosado	I can understand a reading about Rosa discovering different types of bananas in Ecuador.	
3. Connections			
	Learners build, reinforce, and expand their ge to develop critical thinking and to solve		
Section	Title	Can-Do/Description	
¡Extra! ¡Extra!	Artículos: Rosa y el banano rosado	I can understand a reading about Rosa discovering different types of bananas in Ecuador.	
¡Extra! ¡Extra!	El mundo en fotos: ¡Vamos a la playa!	I can understand a paragraph about a beach sport in Ecuador.	
¡Extra! ¡Extra!	El mundo en fotos: Bocas del Toro	I can understand a paragraph about a town in Panama.	
	es: Learners access and evaluate information the language and its cultures.	on and diverse perspectives that	
Section	Title	Can-Do/Description	
¡Extra! ¡Extra!	Artículos: Rosa y el banano rosado	I can understand a reading about Rosa discovering different types of bananas in Ecuador.	
¡Extra! ¡Extra!	El mundo en fotos: ¡Vamos a la playa!	I can understand a paragraph about a beach sport in Ecuador.	
¡Extra! ¡Extra!	El mundo en fotos: Bocas del Toro	I can understand a paragraph about a town in Panama.	
4. Comparisons			
	rs use the language to investigate, explain, a parisons of the language studied and their		
Section	Title	Can-Do/Description	
Evaluación	Evaluación de vocabulario	I can understand vocabulary about sports and pastimes.	
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	
¡Extra! ¡Extra!	Artículos: Rosa y el banano rosado	I can understand a reading about Rosa discovering different types of bananas in Ecuador.	
¡Extra! ¡Extra!	El mundo en fotos: ¡Vamos a la playa!	I can understand a paragraph about a beach sport in Ecuador.	

¡Extra! ¡Extra!	El mundo en fotos: Bocas del Toro		inderstand a paragraph a town in Panama.
5. Communities			
5.2 Lifelong Learnin	ng: Learners set goals and reflect on th	eir progress in ı	ising languages for
Section	ent, and advancement. Title	Can I	No/Description
Can-Do Assessment	Tiue		Do/Description g personal language goals,
Call-Do Assessment			
self-assessment on Can-I statements, and unit refle			
Unidad 4: Moda		Statem	ents, and unit refrection
1. Communica	tion		
1.1 Interpersonal: L	earners interact and negotiate meaning ire information, reactions, feelings, and		ned, or written
Section	Title	Mode	Can-Do/Description
Evaluación	PQA	Listening/Speal	ki Interact with the teacher
1.2 Interpretive: Les variety of topics.	arners understand, interpret, and anal	yze what is hear	d, read, or viewed on a
Section	Title	Mode	Can-Do/Description
Historieta 1	Actividad 1: Opción múltiple	Listening	I can understand a story about Pacari's poncho.
Historieta 2	Actividad 1: Opción múltiple	Listening	I can understand a story about Esteban's dance outfit.
Historieta 3	Actividad 1: Opción múltiple	Listening	I can understand a story about Lidia trying on clothes.
¡Extra! ¡Extra!	Artículos: Lidia descubre la megadiversidad	Reading	I can understand a reading about Lidia discovering biodiversity in Guatemala.
¡Extra! ¡Extra!	Artículos: A Dex le encanta bailar	Reading	I can understand a paragraph about a dance from Peru.
¡Extra! ¡Extra!	El mundo en fotos: La ropa de Guatemala	Reading	I can understand a paragraph about what a girl is wearing.
¡Extra! ¡Extra!	El mundo en fotos: El poncho de Perú	Reading	I can understand a paragraph about a person wearing a poncho.
¡Extra! ¡Extra!	El mundo en fotos: El mercado de Chichicastenango	Reading	I can understand a paragraph about a market in Guatemala.
Evaluación	Evaluación de vocabulario	Reading	I can understand

vocabulary about

			clothing and fashion.
Evaluación	Historia larga: Actividad 1:	Listening	I can understand a story
	Opción múltiple		about Marisa and Rosa
			traveling to Peru.
2. Culture			
2.1 Practices to Pers	pectives: Learners use the language	to investigate,	explain, and reflect on the
	n the practices and perspectives of th		
Section	Title		nn-Do/Description
¡Extra! ¡Extra!	Artículos: A Dex le encanta baila		an understand a paragraph
		ab	out a dance from Peru.
¡Extra! ¡Extra!	El mundo en fotos: El mercado d	le Ic	an understand a paragraph
72 0 72 0	Chichicastenango		out a market in Guatemala.
2.2 Dwaduats to Dans	pectives: Learners use the language		
	n the products and perspectives of the		
Section Section	Title		nn-Do/Description
Historieta 2	Actividad 1: Opción múltiple		an understand a story about
Thistorieta 2	Actividud 1. Opcion muttiple		teban's dance outfit.
¡Extra! ¡Extra!	El mundo en fotos: La ropa de G		an understand a paragraph
Extra: Extra:	Et munuo en jotos. La ropa de G		out what a girl is wearing.
¡Extra! ¡Extra!	El mundo en fotos: El poncho de		an understand a paragraph
	El mundo en jolos. El poncho de Peru		out a person wearing a
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TEMA. TEMA.			1
			ncho.
3. Connections		po	ncho.
3. Connections 3.1 Other Disciplines	s: Learners build, reinforce, and exp	po pand their know	wledge of other disciplines
3. Connections 3.1 Other Disciplines		po pand their know to solve probl	wledge of other disciplines ems creatively.
3. Connections 3.1 Other Disciplines while using the lange	s: Learners build, reinforce, and expuge to develop critical thinking and	po pand their know to solve probl	wledge of other disciplines
3. Connections 3.1 Other Disciplines while using the lange Section	s: Learners build, reinforce, and expuage to develop critical thinking and Title	po pand their know to solve probl Ca I c	wledge of other disciplines ems creatively. nn-Do/Description
3. Connections 3.1 Other Disciplines while using the lange Section	s: Learners build, reinforce, and expuage to develop critical thinking and Title Artículos: Lidia descubre la	po pand their know to solve probl Ca I c Lie	wledge of other disciplines ems creatively. nn-Do/Description an understand a reading about
3. Connections 3.1 Other Disciplines while using the lange Section ¡Extra! ¡Extra!	s: Learners build, reinforce, and expuage to develop critical thinking and Title Artículos: Lidia descubre la	po pand their know to solve probl Ca I c Lie Gu	wledge of other disciplines ems creatively. an-Do/Description an understand a reading about dia discovering biodiversity in natemala.
3. Connections 3.1 Other Disciplines while using the lange Section ¡Extra! ¡Extra! 3.2 Diverse Perspect	s: Learners build, reinforce, and expuage to develop critical thinking and Title Artículos: Lidia descubre la megadiversidad	po pand their know to solve probl Ca I c Lie Gu	wledge of other disciplines ems creatively. an-Do/Description an understand a reading about dia discovering biodiversity in natemala.
3. Connections 3.1 Other Disciplines while using the language Section jExtra! jExtra! 3.2 Diverse Perspect are available througe Section	s: Learners build, reinforce, and expuage to develop critical thinking and Title Artículos: Lidia descubre la megadiversidad tives: Learners access and evaluate i	po pand their know to solve probl Ca I c Lie Gu information and	wledge of other disciplines ems creatively. an-Do/Description an understand a reading about dia discovering biodiversity in natemala.
3. Connections 3.1 Other Disciplines while using the languages Section Extra! Extra! 3.2 Diverse Perspect are available throug	s: Learners build, reinforce, and expuage to develop critical thinking and Title Artículos: Lidia descubre la megadiversidad tives: Learners access and evaluate in the language and its cultures.	pool pool pool pool pool pool pool pool	wledge of other disciplines ems creatively. nn-Do/Description an understand a reading about dia discovering biodiversity in latemala. d diverse perspectives that
3. Connections 3.1 Other Disciplines while using the language Section jExtra! jExtra! 3.2 Diverse Perspect are available througe Section	s: Learners build, reinforce, and expuage to develop critical thinking and Title Articulos: Lidia descubre la megadiversidad tives: Learners access and evaluate in the language and its cultures. Title	pool pool pool pool pool pool pool pool	wledge of other disciplines ems creatively. nn-Do/Description an understand a reading about dia discovering biodiversity in natemala. d diverse perspectives that
3. Connections 3.1 Other Disciplines while using the language Section jExtra! jExtra! 3.2 Diverse Perspect are available througe Section	s: Learners build, reinforce, and expuage to develop critical thinking and Title Articulos: Lidia descubre la megadiversidad tives: Learners access and evaluate in the language and its cultures. Title	po pand their know to solve probl Ca I c Lie Gu nformation and I ca Ess	wledge of other disciplines ems creatively. an-Do/Description an understand a reading about dia discovering biodiversity in natemala. d diverse perspectives that an-Do/Description an understand a story about
3. Connections 3.1 Other Disciplines while using the languages Section ¡Extra! ¡Extra! 3.2 Diverse Perspect are available througes Section Historieta 2	s: Learners build, reinforce, and expuage to develop critical thinking and Title Artículos: Lidia descubre la megadiversidad tives: Learners access and evaluate in the language and its cultures. Title Actividad 1: Opción múltiple	pool pool pool pool pool pool pool pool	wledge of other disciplines ems creatively. nn-Do/Description an understand a reading about dia discovering biodiversity in latemala. d diverse perspectives that nn-Do/Description an understand a story about teban's dance outfit.
3. Connections 3.1 Other Disciplines while using the lange Section ¡Extra! ¡Extra! 3.2 Diverse Perspect are available throug Section Historieta 2 ¡Extra! ¡Extra! 4. Comparison	s: Learners build, reinforce, and expuage to develop critical thinking and Title Artículos: Lidia descubre la megadiversidad tives: Learners access and evaluate in the language and its cultures. Title Actividad 1: Opción múltiple Artículos: A Dex le encanta baila	po pand their know to solve probl Ca I c Lie Gu I cr I cr Est Ir I cr abo	wledge of other disciplines ems creatively. nn-Do/Description an understand a reading about dia discovering biodiversity in natemala. d diverse perspectives that nn-Do/Description an understand a story about teban's dance outfit. an understand a paragraph out a dance from Peru.
3. Connections 3.1 Other Disciplines while using the lange Section ¡Extra! ¡Extra! 3.2 Diverse Perspect are available throug Section Historieta 2 ¡Extra! ¡Extra! 4. Comparisons 4.1 Language: Learn	s: Learners build, reinforce, and expuage to develop critical thinking and Title Artículos: Lidia descubre la megadiversidad tives: Learners access and evaluate in the language and its cultures. Title Actividad 1: Opción múltiple Artículos: A Dex le encanta baild services use the language to investigate,	po and their know to solve probl Ca I c Lie Gu nformation and I ca Est Ir I ca abo explain, and re	wledge of other disciplines ems creatively. nn-Do/Description an understand a reading about dia discovering biodiversity in natemala. d diverse perspectives that nn-Do/Description an understand a story about teban's dance outfit. an understand a paragraph out a dance from Peru.
3. Connections 3.1 Other Disciplines while using the language Section ¡Extra! ¡Extra! 3.2 Diverse Perspect are available throug Section Historieta 2 ¡Extra! ¡Extra! 4. Comparison 4.1 Language: Learn language through co	s: Learners build, reinforce, and expuage to develop critical thinking and Title Artículos: Lidia descubre la megadiversidad tives: Learners access and evaluate in the language and its cultures. Title Actividad 1: Opción múltiple Artículos: A Dex le encanta baild services use the language to investigate, omparisons of the language studied a	pool pool pool pool pool pool pool pool	wledge of other disciplines ems creatively. nn-Do/Description an understand a reading about dia discovering biodiversity in natemala. d diverse perspectives that nn-Do/Description an understand a story about teban's dance outfit. an understand a paragraph out a dance from Peru. effect on the nature of
3. Connections 3.1 Other Disciplines while using the language Section ¡Extra! ¡Extra! 3.2 Diverse Perspect are available throug Section Historieta 2 ¡Extra! ¡Extra! 4. Comparison: 4.1 Language: Learn language through consection	s: Learners build, reinforce, and expuage to develop critical thinking and Title Artículos: Lidia descubre la megadiversidad tives: Learners access and evaluate in the language and its cultures. Title Actividad 1: Opción múltiple Artículos: A Dex le encanta baild s ners use the language to investigate, omparisons of the language studied a Title	pool and their known to solve problem I continued to solve problem I conti	wledge of other disciplines ems creatively. nn-Do/Description an understand a reading about dia discovering biodiversity in natemala. d diverse perspectives that nn-Do/Description an understand a story about teban's dance outfit. an understand a paragraph out a dance from Peru. effect on the nature of
3. Connections 3.1 Other Disciplines while using the language Section ¡Extra! ¡Extra! 3.2 Diverse Perspect are available throug Section Historieta 2 ¡Extra! ¡Extra! 4. Comparison 4.1 Language: Learn language through co	s: Learners build, reinforce, and expuage to develop critical thinking and Title Artículos: Lidia descubre la megadiversidad tives: Learners access and evaluate in the language and its cultures. Title Actividad 1: Opción múltiple Artículos: A Dex le encanta baild services use the language to investigate, omparisons of the language studied a	pool pool pool pool pool pool pool pool	wledge of other disciplines ems creatively. nn-Do/Description an understand a reading about dia discovering biodiversity in natemala. d diverse perspectives that nn-Do/Description an understand a story about teban's dance outfit. an understand a paragraph out a dance from Peru. effect on the nature of nn-Do/Description an understand vocabulary
3. Connections 3.1 Other Disciplines while using the language Section ¡Extra! ¡Extra! 3.2 Diverse Perspect are available throug Section Historieta 2 ¡Extra! ¡Extra! 4. Comparison 4.1 Language: Learn language through consection Evaluación	s: Learners build, reinforce, and expuage to develop critical thinking and Title Artículos: Lidia descubre la megadiversidad tives: Learners access and evaluate in the language and its cultures. Title Actividad 1: Opción múltiple Artículos: A Dex le encanta baild s ners use the language to investigate, omparisons of the language studied a Title Evaluación de vocabulario	pool and their know to solve problem	wledge of other disciplines ems creatively. nn-Do/Description an understand a reading about dia discovering biodiversity in natemala. d diverse perspectives that nn-Do/Description an understand a story about teban's dance outfit. an understand a paragraph out a dance from Peru. eflect on the nature of nn-Do/Description an understand vocabulary out clothing and fashion.
3. Connections 3.1 Other Disciplines while using the language Section ¡Extra! ¡Extra! 3.2 Diverse Perspect are available throug Section Historieta 2 ¡Extra! ¡Extra! 4. Comparison 4.1 Language: Learn language through consection Evaluación 4.2 Culture: Learnes	s: Learners build, reinforce, and expuage to develop critical thinking and Title Artículos: Lidia descubre la megadiversidad tives: Learners access and evaluate in the language and its cultures. Title Actividad 1: Opción múltiple Artículos: A Dex le encanta baild serios use the language to investigate, omparisons of the language studied a Title Evaluación de vocabulario rs use the language to investigate, ex	pool and their know to solve problem	wledge of other disciplines ems creatively. nn-Do/Description an understand a reading about dia discovering biodiversity in natemala. d diverse perspectives that nn-Do/Description an understand a story about teban's dance outfit. an understand a paragraph out a dance from Peru. eflect on the nature of nn-Do/Description an understand vocabulary out clothing and fashion.
3. Connections 3.1 Other Disciplines while using the language Section ¡Extra! ¡Extra! 3.2 Diverse Perspect are available throug Section Historieta 2 ¡Extra! ¡Extra! 4. Comparisons 4.1 Language: Learn language through consection Evaluación 4.2 Culture: Learnes through comparisons	s: Learners build, reinforce, and expuage to develop critical thinking and Title Artículos: Lidia descubre la megadiversidad tives: Learners access and evaluate in the language and its cultures. Title Actividad 1: Opción múltiple Artículos: A Dex le encanta baild s ners use the language to investigate, omparisons of the language studied a Title Evaluación de vocabulario rs use the language to investigate, exas of the cultures studied and their of the cultures studied a	pool and their known to solve problem I conformation and I conformation and I conformation and I conformation and their own. Can I conformation and results Can I conformation and res	wledge of other disciplines ems creatively. nn-Do/Description an understand a reading about dia discovering biodiversity in natemala. d diverse perspectives that nn-Do/Description an understand a story about teban's dance outfit. an understand a paragraph out a dance from Peru. effect on the nature of an understand vocabulary out clothing and fashion. ect on the concept of culture
3. Connections 3.1 Other Disciplines while using the language Section ¡Extra! ¡Extra! 3.2 Diverse Perspect are available throug Section Historieta 2 ¡Extra! ¡Extra! 4. Comparison 4.1 Language: Learn language through consection Evaluación 4.2 Culture: Learnes	s: Learners build, reinforce, and expuage to develop critical thinking and Title Artículos: Lidia descubre la megadiversidad tives: Learners access and evaluate in the language and its cultures. Title Actividad 1: Opción múltiple Artículos: A Dex le encanta baild serios use the language to investigate, omparisons of the language studied a Title Evaluación de vocabulario rs use the language to investigate, ex	pool of their known to solve problem of their known of the solve problem of the solve problem of their own. Ca Essur Explain, and reference on their own. Ca plain, and reflewn. Ca Ca Ca	wledge of other disciplines ems creatively. nn-Do/Description an understand a reading about dia discovering biodiversity in natemala. d diverse perspectives that nn-Do/Description an understand a story about teban's dance outfit. an understand a paragraph out a dance from Peru. eflect on the nature of nn-Do/Description an understand vocabulary out clothing and fashion.

		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	I can understand a paragraph
	Chichicastenango	about a market in Guatemala.
F C • · · ·		

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/Speaki	Interact with the
		ng	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.
¡Extra! ¡Extra!	El mundo en fotos: Mercado	Reading	I can understand a
	Pamplona		paragraph about a
			market in Pamplona.
Evaluación	Evaluación de vocabulario	Reading	I can understand
			vocabulary about
			healthy living and the
			body.
Evaluación	Historia larga: Actividad 1:	Listening	I can understand a story
	Opción múltiple		about Dex playing
			pranks on his family.
10D / // LT	, • • • •	1.1 / . /	

Section	Title	Mode	Can-Do/Description
Historieta 1	Actividad 3: ¡Dibuja!	Speaking	I can answer questions
			about my room.
Historieta 2	Actividad 3: ¡Dibuja!	Writing	I can write the answers
			to questions about my
			room or pet.
Historieta 3	Actividad 3: ¡Dibuja!	Writing	I can write about what I
			do and where I go when
			I am bored at home.
Evaluación	Historia larga: Actividad 3:	Writing	I can write about
	¡Dibuja!		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
¡Extra! ¡Extra!	Artículos: Esteban quiere jugar al fútbol	I can understand a story about the Mayan ball courts.
¡Extra! ¡Extra!	El mundo en fotos: Mercado Pamplona	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.

vidad 1: Opción múltiple	I can understand a story about
- F	i can unucistanu a story about
	making food from Venezuela.
undo en fotos: Las casas de Honduras	I can understand a paragraph
	about houses in Honduras.
ı	ındo en fotos: Las casas de 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
¡Extra! ¡Extra!	Artículos: Esteban quiere jugar al fútbol	I can understand a story about
		the Mayan ball courts.

3.2 Diverse Perspective	es: Learners access and evaluate info	rmation	and dive	rse perspectives that
	he language and its cultures.			
Section	Title			/Description
¡Extra! ¡Extra!	El mundo en fotos: Las casas de Hor	nduras		derstand a paragraph uses in Honduras.
4. Comparisons				
	s use the language to investigate, exp parisons of the language studied and			on the nature of
Section	Title		Can-Do	/Description
Evaluación	Evaluación de vocabulario			derstand vocabulary althy living and the
	use the language to investigate, explain of the cultures studied and their own.		reflect on	the concept of culture
Section	Title		Can-Do/	/Description
Historieta 2	Actividad 1: Opción múltiple		I can und	derstand a story about food from Venezuela.
¡Extra! ¡Extra!	Artículos: Esteban quiere jugar al fú	itbol	I can und Mayan b	derstand a story about the all courts.
¡Extra! ¡Extra!	El mundo en fotos: Las casas de Hon	nduras		derstand a paragraph uses in Honduras.
¡Extra! ¡Extra!	El mundo en fotos: Mercado Pamplo	ona		lerstand a paragraph narket in Pamplona.
5. Communities				
5.2 Lifelong Learning: enjoyment, enrichment	Learners set goals and reflect on the t, and advancement.	ir progr	ess in usi	ng languages for
Section	Title		Can-Do	/Description
Can-Do Assessment			self-asse	personal language goals, ssment on Can-Do tts, and unit reflection
Unidad 6: Arte			Statemen	us, una unit refrection
1. Communication	n			
1.1 Interpersonal: Lear	rners interact and negotiate meaning information, reactions, feelings, and	-		d, or written
Section	Title	Mode		Can-Do/Description
Evaluación	2	Listenin ng	ng/Speaki	Interact with the teacher
1.2 Interpretive: Learn variety of topics.	ers understand, interpret, and analy	ze what	is heard,	read, or viewed on a
Section		Mode		Can-Do/Description
Historieta 1	Actividad 1: Opción múltiple	Listenin	ıg	I can understand a story about exploring different types of art.
Historieta 2		Listenin	ng	I can understand a story about an art class.
Historieta 3	Actividad 1: Opción múltiple	Listenin	ng	I can understand a story

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

Section	Title	Mode	Can-Do/Description
¡Extra! ¡Extra!	Artículos: A Rosa le gusta	Speaking	I can share my opinion
	cocinar		about <i>patatas bravas</i> .
¡Extra! ¡Extra!	El mundo en fotos: Un edificio	Speaking	I can share my opinion
	artístico		about the style of house
			I prefer.
¡Extra! ¡Extra!	El mundo en fotos: El museo de	Speaking	I can express an opinion
	Huelva		about art.
Evaluación	Historia larga: Actividad 3:	Writing	I can write a description
	¡Dibuja!		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
¡Extra! ¡Extra!	El mundo en fotos: Un edificio artístico	I can share my opinion about the style of house I prefer.
¡Extra! ¡Extra!	El mundo en fotos: El museo de Huelva	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
Historieta 1	Actividad 1: Opción múltiple	I can understand a story about exploring different types of art.
¡Extra! ¡Extra!	Artículos: A Marisa le encanta el arte	I can understand a story about art in Madrid, Spain.
Evaluación	Historia larga: Actividad 1: Opción múltiple	I can understand a story about trying new food from El Salvador.
¡Extra! ¡Extra!	Artículos: A Rosa le gusta cocinar	I can share my opinion about

Evaluación		patatas bravas.
	Historia larga: Actividad 3: ¡Dibuja!	I can write a description about a
		plate of food from El Salvador.
3. Connections		
	earners build, reinforce, and expand their to develop critical thinking and to solve p	
Section	Title	Can-Do/Description
Historieta 1	Actividad 1: Opción múltiple	I can understand a story about exploring different types of art.
¡Extra! ¡Extra!	Artículos: A Marisa le encanta el arte	I can understand a story about art in Madrid, Spain.
¡Extra! ¡Extra!	El mundo en fotos: Una obra maestra presidencial	I can understand a paragraph about a work of art in El Salvador.
	: Learners access and evaluate informatio e language and its cultures.	n and diverse perspectives that
Section Section	Title	Can-Do/Description
¡Extra! ¡Extra!	El mundo en fotos: Un edificio artístico	I can share my opinion about the
72.00 W. 72.00 W.	21 minute en jeres. En eugrete un tismee	style of house I prefer.
¡Extra! ¡Extra!	El mundo en fotos: El museo de Huelva	I can express an opinion about
1 6		art.
4. Comparisons		
	use the language to investigate, explain, a arisons of the language studied and their o	
Section	Title	Can-Do/Description
Evaluación	Evaluación de vocabulario	I can understand vocabulary about art, shapes, and colors.
12 Cultura: Lagrnare us	se the language to investigate, explain, and	
	the cultures studied and their own.	renect on the concept of culture
Section	Title	Can-Do/Description
Evaluación	Historia larga: Actividad 1: Opción múltiple	I can understand a story about trying new food from El Salvador.
¡Extra! ¡Extra!	Artículos: A Rosa le gusta cocinar	I can share my opinion about patatas bravas.
¡Extra! ¡Extra! Evaluación	Artículos: A Rosa le gusta cocinar Historia larga: Actividad 3: ¡Dibuja!	
		patatas bravas. I can write a description about a
Evaluación 5. Communities 5.2 Lifelong Learning: L	Historia larga: Actividad 3: ¡Dibuja! Learners set goals and reflect on their prog	patatas bravas. I can write a description about a plate of food from El Salvador.
5. Communities 5.2 Lifelong Learning: Lenjoyment, enrichment,	Historia larga: Actividad 3: ¡Dibuja! earners set goals and reflect on their progand advancement.	I can write a description about a plate of food from El Salvador. gress in using languages for
5. Communities 5.2 Lifelong Learning: Lenjoyment, enrichment, Section	Historia larga: Actividad 3: ¡Dibuja! Learners set goals and reflect on their prog	I can write a description about a plate of food from El Salvador. gress in using languages for Can-Do/Description
5. Communities 5.2 Lifelong Learning: Lenjoyment, enrichment,	Historia larga: Actividad 3: ¡Dibuja! earners set goals and reflect on their progand advancement.	I can write a description about a plate of food from El Salvador. gress in using languages for
5. Communities 5.2 Lifelong Learning: Lenjoyment, enrichment, Section	Historia larga: Actividad 3: ¡Dibuja! earners set goals and reflect on their progand advancement.	I can write a description about a plate of food from El Salvador. gress in using languages for Can-Do/Description Setting personal language goals,
5. Communities 5.2 Lifelong Learning: Lenjoyment, enrichment, Section	Historia larga: Actividad 3: ¡Dibuja! Learners set goals and reflect on their progrand advancement. Title	patatas bravas. I can write a description about a plate of food from El Salvador. gress in using languages for Can-Do/Description Setting personal language goals, self-assessment on Can-Do

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/Speaki	Interact with the
		ng	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 being active.
Historieta 2	Actividad 1: Opción múltiple	Listening	I can understand a story about Luis getting ready for music class.
Historieta 3	Actividad 1: Opción múltiple	Listening	I can understand a story about Rosa getting ready in the morning.
¡Extra! ¡Extra!	Artículos: El secreto de don Ramiro	Reading	I can understand a reading about dancing for exercise.
¡Extra! ¡Extra!	Artículos: Lidia y el pájaro especial	Reading	I can understand a reading about a plant from Nicaragua.
¡Extra! ¡Extra!	El mundo en fotos: La capital de Cuba	Reading	I can understand a paragraph about the capital of Cuba.
¡Extra! ¡Extra!	El mundo en fotos: Las calles de Trinidad	Reading	I can understand a paragraph about the streets of Trinidad.
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 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
Historieta 1	Actividad 3: ¡Dibuja!	Writing	I can write about an activity I do for healthy living.
Historieta 2	Actividad 3: ¡Dibuja!	Writing	I can write a few sentences about getting ready in the morning.
Historieta 3	Actividad 3: ¡Dibuja!	Writing	I can write a few

			sentences about when get ready in the
			morning.
Evaluación	Historia larga: Actividad 3: ¡Dibuja!	Writing	
	Though.		special event.
2. Culture		•	
	tives: Learners use the language to e products and perspectives of the		
Section	Title		Can-Do/Description
¡Extra! ¡Extra!	Artículos: Lidia y el pájaro especia	ıl	I can understand a reading abou a plant from Nicaragua.
3. Connections			
	earners build, reinforce, and expan		_
	e to develop critical thinking and to	o solve pr	
Section	Title	-	Can-Do/Description
¡Extra! ¡Extra!	Artículos: Lidia y el pájaro especia		I can understand a reading abou a plant from Nicaragua.
¡Extra! ¡Extra!	El mundo en fotos: La capital de C	uba	I can understand a paragraph about the capital of Cuba.
¡Extra! ¡Extra!	El mundo en fotos: Las calles de Ti	rinidad	I can understand a paragraph about the streets of Trinidad.
3.2 Diverse Perspectives	: Learners access and evaluate inf	ormation	and diverse perspectives that
are available through th	e language and its cultures.		
Section	Title		Can-Do/Description
¡Extra! ¡Extra!	Artículos: Lidia y el pájaro especia	ıl	I can understand a reading abou a plant from Nicaragua.
¡Extra! ¡Extra!	El mundo en fotos: La capital de C	uba	I can understand a paragraph about the capital of Cuba.
¡Extra! ¡Extra!	El mundo en fotos: Las calles de Tr	rinidad	I can understand a paragraph about the streets of Trinidad.
4. Comparisons			
4.1 Language: Learners	use the language to investigate, ex arisons of the language studied and		
4.1 Language: Learners			
4.1 Language: Learners language through compa	arisons of the language studied an		Can-Do/Description I can understand vocabulary
4.1 Language: Learners language through composection	arisons of the language studied and Title		vn. Can-Do/Description
4.1 Language: Learners language through composection Evaluación 4.2 Culture: Learners us	arisons of the language studied and Title	d their ow	Can-Do/Description I can understand vocabulary about healthy living and the body.
4.1 Language: Learners language through composection Evaluación 4.2 Culture: Learners us	arisons of the language studied and Title Evaluación de vocabulario se the language to investigate, expl	d their ow	Can-Do/Description I can understand vocabulary about healthy living and the body.
4.1 Language: Learners language through composection Evaluación 4.2 Culture: Learners us through comparisons of	arisons of the language studied and Title Evaluación de vocabulario se the language to investigate, expl	d their ow	Can-Do/Description I can understand vocabulary about healthy living and the body. reflect on the concept of culture
4.1 Language: Learners language through composection Evaluación 4.2 Culture: Learners us through comparisons of Section	arisons of the language studied and Title Evaluación de vocabulario se the language to investigate, expl the cultures studied and their own Title	ain, and i	Can-Do/Description I can understand vocabulary about healthy living and the body. reflect on the concept of culture Can-Do/Description I can understand a paragraph
4.1 Language: Learners language through composection Evaluación 4.2 Culture: Learners us through comparisons of Section j Extra! j Extra!	arisons of the language studied and Title Evaluación de vocabulario se the language to investigate, expl the cultures studied and their own Title El mundo en fotos: La capital de C	ain, and i	Can-Do/Description I can understand vocabulary about healthy living and the body. reflect on the concept of culture Can-Do/Description I can understand a paragraph about the capital of Cuba. I can understand a paragraph

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/Speaki	Interact with the
		ng	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.

Title	Mode		Can-Do/Description
Actividad 3: ¡Dibuja!	Writing		I can explain where I go
			in a city and how I get
			there.
Actividad 3: ¡Dibuja!	Writing		I can describe a party
			and how I arrived at the
4 1 12 D:1 I	XX7 '		party.
Activiaaa 3: ¡Dibuja!	writing		I can describe going to
			buy something by myself.
El mundo en fotos: Una plaza en	Speakin	σ	I can talk about
	Бреакііі	5	buildings in a city.
	Writing		I can describe Sara and
_			Marisa's day in the city.
,	•		<u> </u>
			in, and reflect on the
	cultures		
			/Description
Actividad 1: Opción múltiple			derstand a story about
			and Ángel taking a bus
Authoritory A Establish la greate al há	iah al		
Articulos: A Esteban le gusta et bel 	ISDOI		derstand a story about in Puerto Rico.
	•		
			in, and reflect on the
	cuitui es s		/Description
			derstand a reading about
Tittlettos. On sucho de sui			Plains of Bolivia.
		the suit	1 1 4411 5 01 2011 (144
earners build, reinforce, and expa	nd their l	knowledg	e of other disciplines
Title		Can-Do	/Description
Artículos: Un sueño de sal			derstand a reading about
			Plains of Bolivia.
	ormation	and dive	erse perspectives that
		C D	/D
			/Description
Arucuios: Un sueno de sal		the Salt	derstand a reading about Plains of Bolivia.
		-	
El mundo en fotos: La costa de Pue	erto		derstand a paragraph
Rico		about Sa	n Juan, Puerto Rico.
v v		about Sa I can un	n Juan, Puerto Rico. derstand a paragraph
Rico		about Sa I can un	n Juan, Puerto Rico.
Rico El mundo en fotos: Una ciudad vie	ja	about Sa I can una about a	n Juan, Puerto Rico. derstand a paragraph city in Bolivia.
Rico	ja xplain, an	about Sa I can unabout a d d reflect	n Juan, Puerto Rico. derstand a paragraph city in Bolivia.
	Actividad 3: ¡Dibuja! Actividad 3: ¡Dibuja! El mundo en fotos: Una plaza en Puerto Rico Historia larga: Actividad 3: ¡Dibuja! tives: Learners use the language to practices and perspectives of the Title Actividad 1: Opción múltiple Artículos: A Esteban le gusta el bé e products and perspectives of the Title Artículos: Un sueño de sal earners build, reinforce, and expa e to develop critical thinking and to Title Artículos: Un sueño de sal : Learners access and evaluate infine language and its cultures. Title Artículos: Un sueño de sal	Actividad 3: ¡Dibuja! Writing Actividad 3: ¡Dibuja! Writing Actividad 3: ¡Dibuja! Writing El mundo en fotos: Una plaza en Puerto Rico Historia larga: Actividad 3: ¡Dibuja! tives: Learners use the language to investigate practices and perspectives of the cultures are products and perspectives of the cultures are products. Un sueño de sal earners build, reinforce, and expand their le et o develop critical thinking and to solve puer title Artículos: Un sueño de sal Elearners access and evaluate information de language and its cultures. Title Artículos: Un sueño de sal	Actividad 3: ¡Dibuja! Writing Actividad 3: ¡Dibuja! Writing El mundo en fotos: Una plaza en Puerto Rico Historia larga: Actividad 3: ¡Dibuja! tives: Learners use the language to investigate, explate practices and perspectives of the cultures studied. Title Can-Do Actividad 1: Opción múltiple I can un baseball tives: Learners use the language to investigate, explate products and perspectives of the cultures studied. Title Can-Do Artículos: A Esteban le gusta el béisbol I can un baseball tives: Learners use the language to investigate, explate products and perspectives of the cultures studied. Title Can-Do Artículos: Un sueño de sal I can un the Salt I can un the S

Evaluación	Evaluación de vocabulario		understand vocabulary it healthy living and the
	rs use the language to investigate, exp		t on the concept of culture
	as of the cultures studied and their ow		D (D
Section	Title		-Do/Description
¡Extra! ¡Extra!	Artículos: A Esteban le gusta el be	basel	understand a story about ball in Puerto Rico.
¡Extra! ¡Extra!	El mundo en fotos: La costa de Pu Rico		understand a paragraph at San Juan, Puerto Rico.
¡Extra! ¡Extra!	El mundo en fotos: Una ciudad vid		understand a paragraph at a city in Bolivia.
5. Communitie	es	·	
	ng: Learners set goals and reflect on t ent, and advancement.	heir progress in	using languages for
Section	Title	Can-	-Do/Description
Can-Do Assessment		self-a	ng personal language goals, assessment on Can-Do ments, and unit reflection
Unidad 9: Viajes		·	
1. Communica	tion		
1. Communica	UUII		
1.1 Interpersonal: L	earners interact and negotiate meaning interact and negotiate meaning in the information, reactions, feelings, and the information in the informat		gned, or written
1.1 Interpersonal: L	earners interact and negotiate meani		gned, or written Can-Do/Description
1.1 Interpersonal: L conversations to sha	earners interact and negotiate meanine information, reactions, feelings, an	nd opinions.	Can-Do/Description
1.1 Interpersonal: L conversations to sha Section Evaluación 1.2 Interpretive: Les	earners interact and negotiate meaning information, reactions, feelings, and Title	Mode Listening/Spe	Can-Do/Description eaki Interact with the teacher
1.1 Interpersonal: L conversations to sha Section Evaluación	rearners interact and negotiate meaning information, reactions, feelings, and Title PQA	Mode Listening/Spe	Can-Do/Description eaki Interact with the teacher eard, read, or viewed on a
1.1 Interpersonal: L conversations to sha Section Evaluación 1.2 Interpretive: Les variety of topics.	rearners interact and negotiate meaning information, reactions, feelings, and Title PQA arners understand, interpret, and ana	Mode Listening/Spe ng Alyze what is hea	Can-Do/Description eaki Interact with the teacher
1.1 Interpersonal: L conversations to sha Section Evaluación 1.2 Interpretive: Les variety of topics. Section	rearners interact and negotiate meaning information, reactions, feelings, and Title PQA arners understand, interpret, and ana Title	Mode Listening/Spe ng alyze what is hea	Can-Do/Description Eaki Interact with the teacher ard, read, or viewed on a Can-Do/Description I can understand a story about Luis taking a
1.1 Interpersonal: L conversations to sha Section Evaluación 1.2 Interpretive: Les variety of topics. Section Historieta 1	re information, reactions, feelings, an Title PQA arners understand, interpret, and ana Title Actividad 1: Opción múltiple	Mode Listening/Speng alyze what is head Mode Listening	Can-Do/Description aki Interact with the teacher ard, read, or viewed on a Can-Do/Description I can understand a story about Luis taking a train to Chile. I can understand a story about Rosa and Marisa traveling to Chile by
1.1 Interpersonal: L conversations to sha Section Evaluación 1.2 Interpretive: Les variety of topics. Section Historieta 1 Historieta 2	reinformation, reactions, feelings, an Title PQA arners understand, interpret, and ana Title Actividad 1: Opción múltiple Actividad 1: Opción múltiple	Mode Listening/Speng alyze what is head Mode Listening Listening Listening	Can-Do/Description Paki Interact with the teacher Pard, read, or viewed on a Can-Do/Description I can understand a story about Luis taking a train to Chile. I can understand a story about Rosa and Marisa traveling to Chile by plane. I can understand a story about Dex and Esteban
1.1 Interpersonal: L conversations to sha Section Evaluación 1.2 Interpretive: Les variety of topics. Section Historieta 1 Historieta 2	reinformation, reactions, feelings, and Title PQA Title Actividad 1: Opción múltiple Actividad 1: Opción múltiple Actividad 1: Opción múltiple Actividad 1: Opción múltiple	Mode Listening/Speng Alyze what is head Mode Listening Listening Listening Listening	Can-Do/Description ard, read, or viewed on a Can-Do/Description I can understand a story about Luis taking a train to Chile. I can understand a story about Rosa and Marisa traveling to Chile by plane. I can understand a story about Dex and Esteban visiting Chile. I can understand a paragraph about

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

Section	Title	Mode	Can-Do/Description
Historieta 1	Actividad 3: ¡Dibuja!	Writing	I can write about
			traveling on a train.
Historieta 1	Actividad 3: ¡Dibuja!	Writing	I can write about
			traveling on an airplane.
Historieta 1	Actividad 3: ¡Dibuja!	Writing	I can write about
			staying at a hotel.
Evaluación	Historia larga: Actividad 3:	Writing	I can write about what
	¡Dibuja!		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
¡Extra! ¡Extra!	Artículos: Arte en las calles	I can understand a paragraph about street art in Chile.
Evaluación	Historia larga: Actividad 1: Opción múltiple	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
¡Extra! ¡Extra!	Artículos: Lagos y volcanes en Costa Rica	I can understand a paragraph
		about volcanoes in Costa Rica.
¡Extra! ¡Extra!	Artículos: Arte en las calles	I can understand a paragraph
		about street art in Chile.
3. Connections		

Section	Title	Can-Do/Description
¡Extra! ¡Extra!	Artículos: Lagos y volcanes en Costa Rica	I can understand a paragraph
		about volcanoes in Costa Rica.
¡Extra! ¡Extra!	Artículos: Arte en las calles	I can understand a paragraph
		about street art in Chile.
¡Extra! ¡Extra!	El mundo en fotos: Una caminata en Costa	I can understand a paragraph
	Rica	about the landscape in Costa
		Rica.
¡Extra! ¡Extra!	El mundo en fotos: La isla de Pascua	I can understand a paragraph
		about statues on Easter Island.
Evaluación	Historia larga: Actividad 1: Opción	I can understand a story about
	múltiple	Lidia, Luis, Rosa, Marisa,
		Esteban, and Dex attending a
		music festival in Chile.
3.2 Diverse Perspec	tives: Learners access and evaluate information	and diverse perspectives that
	gh the language and its cultures.	
Section	Title	Can-Do/Description
¡Extra! ¡Extra!	Artículos: Arte en las calles	I can understand a paragraph
		about street art in Chile.
Evaluación	Historia larga: Actividad 1: Opción	I can understand a story about
	múltiple	Lidia, Luis, Rosa, Marisa,
		Esteban, and Dex attending a
		music festival in Chile.
4. Comparisor		
	ners use the language to investigate, explain, an	
	omparisons of the language studied and their or	
Section	Title	Can-Do/Description
Evaluación	Evaluación de vocabulario	I can understand vocabulary
40 C 11 T		about world travel.
	ers use the language to investigate, explain, and	reflect on the concept of culture
4 I I -	ns of the cultures studied and their own.	Com Do /Domesia Com
	Title	Can-Do/Description
Section	Actividad I. Onción mailtinla	I can understand a story about
	Actividad 1: Opción múltiple	Day and Estaban visiting Chile
Section Historieta 3	• •	
Section	Actividad 1: Opción múltiple Artículos: Arte en las calles	I can understand a paragraph
Section Historieta 3 ¡Extra! ¡Extra!	Artículos: Arte en las calles	about street art in Chile.
Section Historieta 3	Artículos: Arte en las calles El mundo en fotos: Una caminata en Costa	I can understand a paragraph about street art in Chile. I can understand a paragraph
Section Historieta 3 ¡Extra! ¡Extra!	Artículos: Arte en las calles	I can understand a paragraph about street art in Chile. I can understand a paragraph about the landscape in Costa
Section Historieta 3 ¡Extra! ¡Extra! ¡Extra! ¡Extra!	Artículos: Arte en las calles El mundo en fotos: Una caminata en Costa Rica	I can understand a paragraph about street art in Chile. I can understand a paragraph about the landscape in Costa Rica.
Section Historieta 3 ¡Extra! ¡Extra!	Artículos: Arte en las calles El mundo en fotos: Una caminata en Costa Rica Historia larga: Actividad 1: Opción	I can understand a paragraph about street art in Chile. I can understand a paragraph about the landscape in Costa Rica. I can understand a story about
Section Historieta 3 ¡Extra! ¡Extra! ¡Extra! ¡Extra!	Artículos: Arte en las calles El mundo en fotos: Una caminata en Costa Rica	I can understand a paragraph about street art in Chile. I can understand a paragraph about the landscape in Costa Rica. I can understand a story about Lidia, Luis, Rosa, Marisa,
Section Historieta 3 ¡Extra! ¡Extra! ¡Extra! ¡Extra!	Artículos: Arte en las calles El mundo en fotos: Una caminata en Costa Rica Historia larga: Actividad 1: Opción	I can understand a paragraph about street art in Chile. I can understand a paragraph about the landscape in Costa Rica. I can understand a story about

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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