

Alignment to ACTFL's World-Readiness Standards for Learning Languages

Voces® Nuestra historia: Puentes

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

Unidad 1: Los saludos y las emociones			
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>Historieta 3: Erika quiere practicar el español</i>	Interpersonal Speaking: <i>Una amiga nueva</i>	Speaking	I can describe how I am feeling and ask about others' feelings.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Cómo te llamas y de dónde eres?</i>	Speaking	Introduce yourself to your classmates
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué te gusta jugar con los amigos?</i>	Speaking	Have simple conversations with your classmates about the sports you like to play
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué música te gusta escuchar?</i>	Speaking	Have simple conversations with your classmates about the music you like
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can interact with people that I am meeting for the first time. I can identify social practices such as greetings, introductions, leave-taking, and thanking people.
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: Un regalo perfecto</i>	<i>Actividad 1: Empareja</i>	Reading	I can understand familiar statements from simple sentences in a story.
<i>Historieta 2: El cacerolazo</i>	<i>Actividad 1: Completa la frase</i>	Reading	Determine the appropriate sentence ending
<i>Historia larga 1: La cacerola nueva</i>	<i>Actividad 1: ¡A dibujar!</i>	Reading	I can represent the sequence of events from a story I've read.
<i>Historieta 3: Erika quiere practicar el español</i>	<i>Actividad 2: Empareja</i>	Reading	I can identify some basic facts from familiar words and phrases when they are supported by visuals in a story.
<i>Historieta 3: Erika quiere practicar el español</i>	Interpretive Reading: <i>¡Bienvenidos!</i>	Reading	I can understand information presented on a sign.
<i>Historieta 4: Héctor no quiere bailar</i>	<i>Actividad 2: ¿Primero o segundo?</i>	Reading	I can recognize some events from a story timeline.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Cómo te llamas y de dónde eres?</i>	Listening	Listen to students introduce themselves
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué te gusta jugar con los amigos?</i>	Listening	Listen to students talk about their interests
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué música te gusta escuchar?</i>	Listening	Listen to students talk about their music preferences
Integrated Performance Assessment	Interpretive Reading	Reading	I can interpret an advertisement about Costa Rican food items. I can describe items of cultural significance in a Spanish-speaking country.

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 2: El cacerolazo</i>	<i>Actividad 3: Describe la escena</i>	Writing	Write a sentence to describe the picture
<i>Historia larga 2: El regalo mágico</i>	<i>Actividad 2: Secuencia</i>	Writing	I can write the sequence of events from a story about travel.
<i>Historia larga 2: El regalo mágico</i>	Presentational Writing: <i>El estudiante nuevo</i>	Writing	I can present information about a new student.

Integrated Performance	Presentational Writing	Writing	I can write a variety of simple messages in a social media post. I can write sentences expressing emotions.
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	
Costa Rica y Chile	¡Visitemos Costa Rica!	Learn about Costa Rica and its culture	
Costa Rica y Chile	¡Visitemos Chile!	Learn about Chile and its culture	
Historieta 1: Un regalo perfecto	Cultura breve: La hora tica	I can interpret how people in other cultures think about time.	
Historieta 3: Erika quiere practicar el español	Cultura breve: Tamarindo	I can identify places of interest and how they affect a country’s tourism industry.	
Historieta 4: Héctor no quiere bailar	Cultura breve: La cueca	I can describe the cultural importance of a traditional dance.	
Cultura	¡Habla como un tico!	I can explain how Costa Rican speech differs from that of other Latin American countries.	
Cultura	¡Pura Vida!	I can explain the importance of the phrase “¡Pura vida!” in the Costa Rican lifestyle.	
¡Extra! ¡Extra!	El mundo en fotos: Bailes tradicionales	I can talk about dancing. I can identify a traditional dance and understand basic elements of the dance.	
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	
Costa Rica y Chile	¡Visitemos Costa Rica!	Learn about Costa Rica and its culture	
Costa Rica y Chile	¡Visitemos Chile!	Learn about Chile and its culture	
Cultura	¡Habla como un tico!	I can explain how Costa Rican speech differs from that of other Latin American countries.	
Cultura	Condorito	I can identify a popular comic book series and describe its popularity.	
Cultura	Lección cultural: El cacerolazo Comprensión	I can describe a cacerolazo and tell its international importance.	
3. Connections			

3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		
Section	Title	Can-Do/Description
<i>Historieta 2: El cacerolazo</i>	<i>Cultura breve: Paseo Bandera</i>	I can identify a landmark and its significance to people.
<i>Historieta 3: Erika quiere practicar el español</i>	<i>Cultura breve: Tamarindo</i>	I can identify places of interest and how they affect a country's tourism industry.
<i>Historieta 4: Héctor no quiere bailar</i>	<i>Cultura breve: La cueca</i>	I can describe the cultural importance of a traditional dance.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Bailes tradicionales</i>	I can talk about dancing. I can identify a traditional dance and understand basic elements of the dance.
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.		
Section	Title	Can-Do/Description
<i>Historieta 1: Un regalo perfecto</i>	<i>Cultura breve: La hora tica</i>	I can interpret how people in other cultures think about time.
<i>Historieta 3: Erika quiere practicar el español</i>	<i>Cultura breve: Tamarindo</i>	I can identify places of interest and how they affect a country's tourism industry.
<i>Historieta 4: Héctor no quiere bailar</i>	<i>Cultura breve: La cueca</i>	I can describe the cultural importance of a traditional dance.
<i>Cultura</i>	<i>¡Habla como un tico!</i>	I can explain how Costa Rican speech differs from that of other Latin American countries.
<i>Cultura</i>	<i>¡Pura Vida!</i>	I can explain the importance of the phrase “¡Pura vida!” in the Costa Rican lifestyle.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Bailes tradicionales</i>	I can talk about dancing. I can identify a traditional dance and understand basic elements of the dance.
4. Comparisons		
4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		
Section	Title	Can-Do/Description
<i>Historieta 1: Un regalo perfecto</i>	<i>Nota de gramática: Verbos sin sujetos</i>	Determining subject from context
<i>Historieta 2: El cacerolazo</i>	<i>Nota de gramática: Tú Form</i>	The <i>tú</i> form of verbs
<i>Historieta 3: Erika quiere practicar el español</i>	<i>Nota de gramática: Formas plurales de verbos</i>	Verb endings in third person
<i>Historieta 4: Héctor no</i>	<i>Nota de gramática: Me gusta</i>	Discussing likes

<i>quiere bailar</i>		
<i>Cultura</i>	<i>¡Habla como un tico!</i>	I can explain how Costa Rican speech differs from that of other Latin American countries.
<i>Cultura</i>	<i>¡Pura Vida!</i>	I can explain the importance of the phrase “ <i>¡Pura vida!</i> ” in the Costa Rican lifestyle.
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>Costa Rica y Chile</i>	<i>¡Visitemos Costa Rica!</i>	Learn about Costa Rica and its culture
<i>Costa Rica y Chile</i>	<i>¡Visitemos Chile!</i>	Learn about Chile and its culture
<i>Historieta 1: Un regalo perfecto</i>	<i>Cultura breve: La hora tica</i>	I can interpret how people in other cultures think about time.
<i>Historieta 2: El cacerolazo</i>	<i>Cultura breve: Paseo Bandera</i>	I can identify a landmark and its significance to people.
<i>Historieta 3: Erika quiere practicar el español</i>	<i>Cultura breve: Tamarindo</i>	I can identify places of interest and how they affect a country’s tourism industry.
<i>Historieta 4: Héctor no quiere bailar</i>	<i>Cultura breve: La cueca</i>	I can describe the cultural importance of a traditional dance.
<i>Cultura</i>	<i>¡Habla como un tico!</i>	I can explain how Costa Rican speech differs from that of other Latin American countries.
<i>Cultura</i>	<i>Condorito</i>	I can identify a popular comic book series and describe its popularity.
<i>Cultura</i>	<i>¡Pura Vida!</i>	I can explain the importance of the phrase “ <i>¡Pura vida!</i> ” in the Costa Rican lifestyle.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos Isla de Pascua: módís</i>	I can describe an important national monument. I can identify a historical monument.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Bailes tradicionales</i>	I can talk about dancing. I can identify a traditional dance and understand basic elements of the dance.
5. Communities		
5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.		
Section	Title	Can-Do/Description
<i>Costa Rica y Chile</i>	<i>En mi comunidad</i>	I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and

		the globalized world.
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 2: La escuela			
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>Historieta 2: La escuela aburrida y la escuela divertida</i>	Interpersonal Writing: <i>Mi escuela</i>	Writing	I can ask and answer questions about school in an online conversation.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Cómo se llama y cómo es tu escuela?</i>	Speaking	Talk with your classmates about what your school is like
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué te gusta aprender en la escuela?</i>	Speaking	Talk with your classmates about what you like to learn in school
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué tienes que hacer en la escuela?</i>	Speaking	Talk with your classmates about what you like to do in school
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can talk about my preferences in education.
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do/Description
<i>Historieta 1: A Sofía no le gusta la clase de español</i>	<i>Actividad 1: ¿Qué clase?</i>	Reading	I can recognize details from a story about school.
<i>Historieta 1: A Sofía no le gusta la clase de español</i>	Interpretive Reading: <i>Horario escolar</i>	Reading	I can identify the names and locations of classes on a class schedule.

<i>Historieta 2: La escuela aburrida y la escuela divertida</i>	<i>Actividad 2: ¿Antes de o después de?</i>	Reading	I can identify the sequence of events in a story about school.
<i>Historia larga 1: Ben aprende a bailar</i>	<i>Actividad 1: ¿Qué tiene que hacer?</i>	Reading	I can identify the events in a story.
<i>Historia larga 1: Ben aprende a bailar</i>	<i>Actividad 2: ¿Quién lo dice?</i>	Reading	I can understand familiar words and phrases in a new context.
<i>Historieta 3: Andrés y su abuela</i>	<i>Actividad 2: Empareja</i>	Reading	I can identify details about the characters in a story.
<i>Historieta 4: El profesor no puede enseñar</i>	<i>Actividad 1: Empareja</i>	Reading	I can recognize actions from scenes in a story.
<i>Historia larga 2: Lorenzo quiere cantar</i>	<i>Actividad 1: Empareja</i>	Reading	I can represent a timeline of events in the life of a fictional character.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Cómo se llama y cómo es tu escuela?</i>	Listening	Listen to students describe their school
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué te gusta aprender en la escuela?</i>	Listening	Listen to students talk about what they like to learn at school
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué tienes que hacer en la escuela?</i>	Listening	Listen to students talk about what they like to do at school
Integrated Performance Assessment	Interpretive Listening	Listening	I can understand advice for choosing a career.
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 3: Andrés y su abuela</i>	<i>Actividad 3: Describe la escena</i>	Writing	I can describe a scene from a familiar story.

<i>Historia larga 2: Lorenzo quiere cantar</i>	<i>Actividad 3: ¡La voz!</i>	Writing	I can fill out an online form.
<i>Historia larga 2: Lorenzo quiere cantar</i>	Presentational Speaking: <i>Todo sobre mi escuela</i>	Speaking	I can give some simple information about my classroom or school.
<i>¡Extra! ¡Extra!</i>	<i>Una líder adolescente</i>	Speaking	I can talk about leadership in my school.

<i>¡Extra! ¡ Extra!</i>	<i>Lionel Messi</i>	Speaking	I can discuss my opinions on education and charity.
End-of-Unit Review and Assessment	<i>¡Mi historia original!</i>	Writing	I can write an original story.
Integrated Performance Assessment	Presentational Writing	Writing	I can present information about my education in a job application.

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>Ecuador y Argentina</i>	<i>¡Visitemos Ecuador!</i>	Learn about Ecuador and its culture
<i>Ecuador y Argentina</i>	<i>¡Visitemos Argentina!</i>	Learn about Argentina and its culture
<i>Historieta 1: A Sofía no le gusta la clase de español</i>	<i>Cultura breve: El español argentino</i>	I can describe the impact of immigration on language and culture.
<i>Cultura</i>	<i>El quipu: Un sistema de escritura</i>	I can identify how people count and communicate in writing.
<i>Cultura</i>	<i>El kichwa en las escuelas</i>	I can identify how education reflects the culture of a region.

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>Ecuador y Argentina</i>	<i>¡Visitemos Ecuador!</i>	Learn about Ecuador and its culture
<i>Ecuador y Argentina</i>	<i>¡Visitemos Argentina!</i>	Learn about Argentina and its culture
<i>Historieta 3: Andrés y su abuela</i>	<i>Cultura breve: La música de los Andes</i>	I can describe Indigenous music.

<i>Cultura</i>	<i>La banda Los Nin</i>	I can describe the style and cultural importance of a music group.
3. Connections		
3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		
Section	Title	Can-Do/Description
<i>Historieta 4: El profesor no puede enseñar</i>	<i>Cultura breve: La educación para las muchachas en Ecuador</i>	I can identify issues in education and how they affect culture.
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.		
Section	Title	Can-Do/Description
<i>Historieta 1: A Sofía no le gusta la clase de español</i>	<i>Cultura breve: El español argentino</i>	I can describe the impact of immigration on language and culture.
<i>Historieta 3: Andrés y su abuela</i>	<i>Cultura breve: La música de los Andes</i>	I can describe Indigenous music.
<i>Historieta 4: El profesor no puede enseñar</i>	<i>Cultura breve: La educación para las muchachas en Ecuador</i>	I can identify issues in education and how they affect culture.
<i>Cultura</i>	<i>El quipu: Un sistema de escritura</i>	I can identify how people count and communicate in writing.
<i>Cultura</i>	<i>La banda Los Nin</i>	I can describe the style and cultural importance of a music group.
<i>Cultura</i>	<i>El kichwa en las escuelas</i>	I can identify how education reflects the culture of a region.
4. Comparisons		
4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		
Section	Title	Can-Do/Description
<i>Historieta 2: La escuela aburrida y la escuela divertida</i>	<i>Nota de gramática: Adjective Agreement</i>	Masculine/feminine adjective agreement
<i>Historia larga 1: Ben aprende a bailar</i>	<i>Nota de gramática: los infinitivos</i>	Using infinitives
<i>Historieta 3: Andrés y su abuela</i>	<i>Nota de gramática: Yo form</i>	Yo form of verbs
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>Ecuador y Argentina</i>	<i>¡Visitemos Ecuador!</i>	Learn about Ecuador and its culture
<i>Ecuador y Argentina</i>	<i>¡Visitemos Argentina!</i>	Learn about Argentina and its

		culture
<i>Historieta 1: A Sofía no le gusta la clase de español</i>	<i>Cultura breve: El español argentino</i>	I can describe the impact of immigration on language and culture.
<i>Historieta 3: Andrés y su abuela</i>	<i>Cultura breve: La música de los Andes</i>	I can describe Indigenous music.
<i>Historieta 4: El profesor no puede enseñar</i>	<i>Cultura breve: La educación para las muchachas en Ecuador</i>	I can identify issues in education and how they affect culture.
<i>Cultura</i>	<i>La banda Los Nin</i>	I can describe the style and cultural importance of a music group.
<i>Cultura</i>	<i>El kichwa en las escuelas</i>	I can identify how education reflects the culture of a region.
5. Communities		
5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.		
Section	Title	Can-Do/Description
<i>Ecuador y Argentina</i>	<i>En mi comunidad</i>	I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world.
<i>Historieta 2: La escuela aburrida y la escuela divertida</i>	<i>Cultura breve: ¡Estudia español en Ecuador!</i>	I can identify opportunities for further language learning.
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
<i>Historieta 2: La escuela aburrida y la escuela divertida</i>	<i>Cultura breve: ¡Estudia español en Ecuador!</i>	I can identify opportunities for further language learning.
Can-Do Assessment		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

Unidad 3: La salud			
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>Historieta 3: Patricia y las pastillas</i>	Interpersonal Speaking: <i>Una visita médica</i>	Speaking	I can exchange information with a doctor's office to prepare for an upcoming appointment.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Cómo te sientes? ¿Por qué?</i>	Speaking	Talk with your classmates about how you are feeling
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Cómo te sanas cuando estás enfermo?</i>	Speaking	Talk with your classmates about how you feel when you are sick
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Alguna vez te has roto un hueso? ¿Cuál?</i>	Speaking	Talk with your classmates about if you have broken a bone
Integrated Performance Assessment	Interpersonal Writing	Writing	I can answer basic questions about health and well-being.

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: Carlitos está enfermo</i>	<i>Cultura breve: El mal de altura</i>	Reading	I can describe a common ailment: its causes, symptoms, and traditional remedies.
<i>Historieta 2: Julián no puede jugar al fútbol</i>	<i>Actividad 1: ¿Primero o segundo?</i>	Reading	I can identify the order of events in a story about a consultation with a doctor.
<i>Historieta 2: Julián no puede jugar al fútbol</i>	<i>Actividad 2: Empareja</i>	Reading	I can identify isolated facts from a story about a visit with a doctor.
<i>Historia larga 1: Las excusas</i>	<i>Actividad 2: ¡A dibujar!</i>	Reading	I can illustrate details describing a character in a story.
<i>Historia larga 1: Las excusas</i>	<i>Actividad 3: Me siento...</i>	Reading	I can express feelings using simple sentences.
<i>Historieta 3: Patricia y las pastillas</i>	<i>Actividad 1: Completa la frase</i>	Reading	I can understand familiar words supported by context.
<i>Historieta 3: Patricia y las pastillas</i>	<i>Actividad 2: ¿Qué es esto?</i>	Reading	I can identify basic vocabulary from a

			story.
<i>Historieta 3: Patricia y las pastillas</i>	Interpretive Listening: <i>Un producto para la salud</i>	Listening	I can understand the name and purpose of a product used for good health.
<i>Historieta 4: El curandero</i>	<i>Actividad 1: Opción múltiple</i>	Reading	I can identify the topic and some isolated elements from a story about a traditional healer.
<i>Historieta 4: El curandero</i>	<i>Actividad 2: Ordena la historia</i>	Reading	I can recognize some events from the timeline of a story about a traditional healer.
<i>Historia larga 2: El doctor malo</i>	<i>Actividad 1: ¿Cierto o falso?</i>	Reading	I can identify the topic and some isolated elements from simple sentences in short fictional texts.
<i>Historia larga 2: El doctor malo</i>	<i>Actividad 2: Completa</i>	Reading	I can identify some phrases describing the main concepts in a story about medical care.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Cómo te sientes? ¿Por qué?</i>	Listening	Listen to people discuss how they're feeling
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Cómo te sanas cuando estás enfermo?</i>	Listening	Listen to people discuss how they feel when they're sick
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Alguna vez te has roto un hueso? ¿Cuál?</i>	Listening	Listen to people discuss whether they have broken a bone
Integrated Performance Assessment	Interpretive Reading	Reading	I can understand an infographic on a health topic.
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: Carlitos está enfermo</i>	<i>Actividad 2: Describe la escena</i>	Writing	I can label events from a story.

<i>Historieta 1: Carlitos está enfermo</i>	<i>Actividad 3: Respuesta corta</i>	Writing	I can describe important details from a story.
<i>Historia larga 1: Las excusas</i>	<i>Presentational Writing: Los pacientes del doctor</i>	Writing	I can tell about how others are feeling. I can write simple captions for pictures or photos.
<i>Historia larga 2: El doctor malo</i>	<i>Actividad 3: Una recomendación</i>	Writing	I can give some simple reasons why I recommend or don't recommend a service/person.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: El Castillo de la Salud</i>	Speaking	I can talk about my opinions on traditional healing.
End-of-Unit Review and Assessment	<i>¡Mi historia original!</i>	Writing	I can write an original story.
Integrated Performance Assessment	Presentational Speaking	Speaking	I can talk about health problems and possible solutions.

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: Julián no puede jugar al fútbol</i>	<i>Cultura breve: Pomuch, México</i>	I can identify how people celebrate local traditions.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: El Castillo de la Salud</i>	I can talk about my opinions on traditional healing.

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 4: El curandero</i>	<i>Cultura breve: El turismo médico en México</i>	I can describe a trend in international travel.
<i>Cultura</i>	<i>Coca Cola</i>	I can identify how products affect the culture and public health of a country.
<i>Cultura</i>	<i>Curanderos</i>	I can identify medicinal products and practices to help me understand cultural perspectives.

3. Connections

3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		
Section	Title	Can-Do/Description
<i>Historieta 1: Carlitos está enfermo</i>	<i>Cultura breve: El mal de altura</i>	I can describe a common ailment: its causes, symptoms, and traditional remedies.
<i>Historieta 3: Patricia y las pastillas</i>	<i>Cultura breve: Laguna de Alegría</i>	I can identify a familiar landmark and what it represents to people.
<i>Historieta 4: El curandero</i>	<i>Cultura breve: El turismo médico en México</i>	I can describe a trend in international travel.
<i>Cultura</i>	<i>Coca Cola</i>	I can identify how products affect the culture and public health of a country.
<i>Cultura</i>	<i>Quelepa</i>	I can identify an archaeological site and its historical significance.
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.		
Section	Title	Can-Do/Description
<i>Historieta 2: Julián no puede jugar al fútbol</i>	<i>Cultura breve: Pomuch, México</i>	I can identify how people celebrate local traditions.
<i>Historieta 3: Patricia y las pastillas</i>	<i>Cultura breve: Laguna de Alegría</i>	I can identify a familiar landmark and what it represents to people.
<i>Historieta 4: El curandero</i>	<i>Cultura breve: El turismo médico en México</i>	I can describe a trend in international travel.
<i>Cultura</i>	<i>Curanderos</i>	I can identify medicinal products and practices to help me understand cultural perspectives.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: El Castillo de la Salud</i>	I can talk about my opinions on traditional healing.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: La moringa</i>	I can describe my opinions on how I treat and prevent illnesses.
4. Comparisons		
4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		
Section	Title	Can-Do/Description
<i>Historieta 1: Carlitos está enfermo</i>	<i>Nota de gramática: La hora</i>	Telling time
<i>Historia larga 1: Las excusas</i>	<i>Nota de gramática: El verbo doler</i>	The verb <i>doler</i>

<i>Historieta 4: El curandero</i>	<i>Nota de gramática: Creer en vs. creer que</i>	The difference between <i>creer en</i> and <i>creer que</i>
4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.		
Section	Title	Can-Do/Description
<i>El Salvador y México</i>	<i>¡Visitemos El Salvador!</i>	Learn about El Salvador and its culture
<i>El Salvador y México</i>	<i>¡Visitemos México!</i>	Learn about Mexico and its culture
<i>Historieta 1: Carlitos está enfermo</i>	<i>Cultura breve: El mal de altura</i>	I can describe a common ailment: its causes, symptoms, and traditional remedies.
<i>Historieta 2: Julián no puede jugar al fútbol</i>	<i>Cultura breve: Pomuch, México</i>	I can identify how people celebrate local traditions.
<i>Historieta 3: Patricia y las pastillas</i>	<i>Cultura breve: Laguna de Alegría</i>	I can identify a familiar landmark and what it represents to people.
<i>Historieta 4: El curandero</i>	<i>Cultura breve: El turismo médico en México</i>	I can describe a trend in international travel.
<i>Cultura</i>	<i>Coca Cola</i>	I can identify how products affect the culture and public health of a country.
<i>Cultura</i>	<i>Quelepa</i>	I can identify an archaeological site and its historical significance.
<i>Cultura</i>	<i>Curanderos</i>	I can identify medicinal products and practices to help me understand cultural perspectives.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: El Castillo de la Salud</i>	I can talk about my opinions on traditional healing.
5. Communities		
5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.		
Section	Title	Can-Do/Description
<i>El Salvador y México</i>	<i>En mi comunidad</i>	I can use the Spanish language both within and beyond my classroom to interact and collaborate in the community and in the globalized world.
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: La comida			
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>Historieta 4: Compartir es vivir</i>	Interpersonal Speaking: <i>En el restaurante</i>	Speaking	I can order food in a restaurant.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Cuál es tu comida?</i>	Speaking	I can talk with my classmates about my favorite foods.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué sirve tu familia para tu fiesta favorita?</i>	Speaking	I can talk with my classmates about a celebration.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Te gusta cocinar? ¿Cuál es tu especialidad?</i>	Speaking	I can talk with my classmates about the foods I enjoy cooking.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can work with a person to plan a meal.
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: La carne deliciosa</i>	<i>Actividad 1: ¿Sí o no?</i>	Reading	I can identify the events in a story about a special meal.
<i>Historieta 1: La carne deliciosa</i>	<i>Actividad 3: ¿Quién lo hizo?</i>	Reading	I can identify who completed an action in a story about a special meal using familiar words and phrases.
<i>Historieta 1: La carne deliciosa</i>	Interpretive Reading: <i>¿Cocinamos los tacos!</i>	Reading	I can identify ingredients needed to prepare a meal.
<i>Historieta 2: ¡Qué asco!</i>	<i>Actividad 2: Completa la historia</i>	Reading	I can retell events from a story about grocery shopping by using familiar vocabulary.
<i>Historia larga 1: Solamente las cosas que necesitamos</i>	<i>Actividad 1: ¿Es necesario?</i>	Reading	I can understand the details of a story that uses familiar vocabulary.

<i>Historieta 3: Más que una bebida</i>	<i>Actividad 1: ¿Cierto o falso?</i>	Reading	I can identify events from a story about a traditional drink.
<i>Historieta 3: Más que una bebida</i>	<i>Actividad 3: ¿Cómo sabes?</i>	Reading	I can infer details from a story that uses familiar vocabulary about a traditional drink.
<i>Historieta 4: Compartir es vivir</i>	<i>Actividad 3: ¿Qué crees?</i>	Reading	I can use the context of a story to understand idiomatic expressions.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Cuál es tu comida?</i>	Listening	I can understand someone talk about their favorite food.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué sirve tu familia para tu fiesta favorita?</i>	Listening	I can understand someone talk about a party.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Te gusta cocinar? ¿Cuál es tu especialidad?</i>	Listening	I can understand someone talk about cooking.
Integrated Performance Assessment	Interpretive Listening	Listening	I can identify the ingredients and follow simple directions in a recipe.

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 2: ¡Qué asco!</i>	<i>Actividad 3: Contesta las preguntas</i>	Writing	I can use familiar vocabulary to answer questions about a grocery shopping trip.
<i>Historieta 2: ¡Qué asco!</i>	<i>Presentational Speaking: El menú seminal</i>	Speaking	I can look at items on a menu and name foods I like/dislike.
End-of-Unit Review and Assessment	<i>¡Mi historia original!</i>	Writing	I can write an original story.
End-of-Unit Review and Assessment	<i>Cuéntanos una historia original</i>	Speaking	I can tell an original story.
Integrated Performance Assessment	Presentational Writing	Writing	I can write about a traditional meal I participated in.

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>Panamá y Uruguay</i>	<i>¡Visitemos Panamá!</i>	Learn about Panama and its culture
<i>Panamá y Uruguay</i>	<i>¡Visitemos Uruguay!</i>	Learn about Uruguay and its culture
<i>Historieta 1: La carne deliciosa</i>	<i>Cultura breve: Asado</i>	I can describe a traditional cooking method.
<i>Cultura</i>	<i>Chivito y mate: La comida y la bebida nacionales de Uruguay</i>	I can identify traditional practices in preparing and enjoying meals.
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: La carne deliciosa</i>	<i>Cultura breve: Asado</i>	I can describe a traditional cooking method.
<i>Historieta 2: ¡Qué asco!</i>	<i>Cultura breve: Mamallena</i>	I can describe a traditional food.
<i>Historieta 3: Más que una bebida</i>	<i>Cultura breve: Unas bebidas importantes de América Latina</i>	I can describe traditional drinks: where they are popular, their ingredients, and their uses.
<i>Historieta 4: Compartir es vivir</i>	<i>Cultura breve: Las vacas y los gauchos de Uruguay</i>	I can explain the importance of the cattle industry in Uruguay.
<i>Cultura</i>	<i>La leche de burra</i>	I can identify traditional products/food and show how they are used throughout the world.
<i>Cultura</i>	<i>El día de los ñoquis</i>	I can describe the traditional origins of a meal.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Sancocho</i>	I can talk about important specialties and regional foods.
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>Cultura</i>	<i>La leche de burra</i>	I can identify traditional products/food and show how they are used throughout the world.
<i>Cultura</i>	<i>El día de los ñoquis</i>	I can describe the traditional origins of a meal.
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.		
Section	Title	Can-Do/Description
<i>Historieta 1: La carne deliciosa</i>	<i>Cultura breve: Asado</i>	I can describe a traditional cooking method.

<i>Historieta 3: Más que una bebida</i>	<i>Cultura breve: Unas bebidas importantes de América Latina</i>	I can describe traditional drinks: where they are popular, their ingredients, and their uses.
<i>Historieta 4: Compartir es vivir</i>	<i>Cultura breve: Las vacas y los gauchos de Uruguay</i>	I can explain the importance of the cattle industry in Uruguay.
<i>Cultura</i>	<i>Chivito y mate: La comida y la bebida nacionales de Uruguay</i>	I can identify traditional practices in preparing and enjoying meals.
<i>Cultura</i>	<i>La leche de burra</i>	I can identify traditional products/food and show how they are used throughout the world.
<i>Cultura</i>	<i>El día de los ñoquis</i>	I can describe the traditional origins of a meal.

4. Comparisons

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

Section	Title	Can-Do/Description
<i>Historieta 1: La carne deliciosa</i>	<i>Nota de gramática: Es, soy y eres</i>	Forms of <i>ser</i>
<i>Historieta 2: ¡Qué asco!</i>	<i>Nota de gramática: La forma «nosotros» de los verbos</i>	<i>Nosotros</i> verb forms
<i>Historia larga 1: Solamente las cosas que necesitamos</i>	<i>Nota de gramática: va a + verb</i>	Saying where you're going to

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

Section	Title	Can-Do/Description
<i>Historieta 1: La carne deliciosa</i>	<i>Cultura breve: Asado</i>	I can describe a traditional cooking method.
<i>Historieta 2: ¡Qué asco!</i>	<i>Cultura breve: Mamallena</i>	I can describe a traditional food.
<i>Historieta 3: Más que una bebida</i>	<i>Cultura breve: Unas bebidas importantes de América Latina</i>	I can describe traditional drinks: where they are popular, their ingredients, and their uses.
<i>Historieta 4: Compartir es vivir</i>	<i>Cultura breve: Las vacas y los gauchos de Uruguay</i>	I can explain the importance of the cattle industry in Uruguay.
<i>Cultura</i>	<i>Chivito y mate: La comida y la bebida nacionales de Uruguay</i>	I can identify traditional practices in preparing and enjoying meals.
<i>Cultura</i>	<i>La leche de burra</i>	I can identify traditional products/food and show how they are used throughout the world.
<i>Cultura</i>	<i>El día de los ñoquis</i>	I can describe the traditional origins of a meal.

<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Sancocho</i>	I can talk about important specialties and regional foods.
5. Communities		
5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.		
Section	Title	Can-Do/Description
<i>Panamá y Uruguay</i>	<i>En mi comunidad</i>	I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world.
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: Los pasatiempos			
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>Historieta 3: Las muchachas no pueden andar en skate</i>	Interpersonal Writing: <i>Un amigo de Bolivia</i>	Writing	I can ask and answer questions about hobbies and pastimes.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué pasatiempos te gustan?</i>	Speaking	I can discuss with my classmates what I like to do.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Tocas un instrumento musical?</i>	Speaking	I can discuss with my classmates about whether I play an instrument.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué deporte no te gusta?</i>	Speaking	I can discuss with my classmates about what sport I do not like.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can understand and ask questions about a sports advertisement.
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 2: Ramón gana el partido y pierde la pelota</i>	<i>Actividad 1: Completa la frase</i>	Reading	I can use context clues to understand a story containing familiar words and phrases.
<i>Historieta 2: Ramón gana el partido y pierde la pelota</i>	<i>Interpretive Reading: Cómo jugar al béisbol</i>	Reading	I can understand instructions for playing a sport.
<i>Historieta 3: Las muchachas no pueden andar en skate</i>	<i>Actividad 1: Ordena la historia</i>	Reading	I can understand the events of a story using familiar vocabulary.
<i>Historieta 3: Las muchachas no pueden andar en skate</i>	<i>Actividad 3: ¿Hecho u opinión?</i>	Reading	I can distinguish fact from opinion using context clues in a story with familiar vocabulary.
<i>Historieta 4: Las cebras en las calles</i>	<i>Actividad 1: Ordena la historia</i>	Reading	I can sequence a story using linking words and phrases.
<i>Historieta 4: Las cebras en las calles</i>	<i>Actividad 2: ¿Hecho u opinión?</i>	Reading	I can identify language that distinguishes fact or opinion in a story.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué pasatiempos te gustan?</i>	Listening	I can listen to someone talk about what they like to do.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Tocas un instrumento musical?</i>	Listening	I can listen to someone talk about whether they play an instrument.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué deporte no te gusta?</i>	Listening	I can listen to someone talk about what sport they do not like.
Integrated Performance Assessment	Interpretive Reading	Reading	I can understand a sports advertisement.

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 2: Ramón gana el partido y pierde la pelota</i>	<i>Actividad 3: ¡Escribe un cuento!</i>	Writing	I can write a paragraph using both familiar words and new vocabulary.
<i>Historia larga 1: Una decisión muy importante</i>	<i>Actividad 1: Escribe un subtítulo</i>	Writing	I can identify the events in a story using familiar vocabulary structures.
<i>Historia larga 2: Un flip de 360</i>	<i>Presentational Writing: Los pasatiempos en Instagram</i>	Writing	I can list my favorite activities and who does them with me.

End-Review and Assessment	<i>¡Mi historia original!</i>	Writing	I can write an original story.
End-Review and Assessment	<i>¡Cuéntanos una historia original!</i>	Speaking	I can tell an original story.
Integrated Performance Assessment	Presentational Writing	Writing	I can write about an activity that I participated in.

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>República Dominicana, Bolivia y Paraguay</i>	<i>¡Visitemos República Dominicana!</i>	Learn about the Dominican Republic and its culture
<i>República Dominicana, Bolivia y Paraguay</i>	<i>¡Visitemos Bolivia!</i>	Learn about Bolivia and its culture
<i>República Dominicana, Bolivia y Paraguay</i>	<i>¡Visitemos Paraguay!</i>	Learn about Paraguay and its culture
<i>Historieta 2: Ramón gana el partido y pierde la pelota</i>	<i>Cultura breve: Pelota tatá</i>	I can identify how people celebrate a national holiday.
<i>Historieta 4: Las cebras en las calles</i>	<i>Cultura breve: La Paz, Bolivia</i>	I can describe things to do and how to get around in a major tourist city.
<i>Cultura</i>	<i>Las cebras de La Paz</i>	I can describe a public safety program.
<i>Cultura</i>	<i>Imilla Skate</i>	I can identify a unique pastime and understand how it reflects cultural perspectives.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: El BMX en la Carretera de la Muerte</i>	I can talk about my opinions on cycling and extreme sports.

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: Regina quiere tocar el violín</i>	<i>Cultura breve: Marileidy Paulino</i>	I can describe a professional athlete and their contributions to the country's international presence.
<i>Historieta 3: Las muchachas no pueden andar en skate</i>	<i>Cultura breve: Pablo Ramírez</i>	I can identify the talents, contributions, and legacy of a popular skater and artist.
<i>Cultura</i>	<i>La orquesta reciclada</i>	I can describe the achievements of a unique musical group.

<i>Cultura</i>	<i>Imilla Skate</i>	I can identify a unique pastime and understand how it reflects cultural perspectives.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Bachata</i>	I can talk about my music preferences.

3. Connections

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

Section	Title	Can-Do/Description
<i>Historieta 1: Regina quiere tocar el violín</i>	<i>Cultura breve: Marileidy Paulino</i>	I can describe a professional athlete and their contributions to the country's international presence.
<i>Historieta 3: Las muchachas no pueden andar en skate</i>	<i>Cultura breve: Pablo Ramírez</i>	I can identify the talents, contributions, and legacy of a popular skater and artist.
<i>Cultura</i>	<i>La orquesta reciclada</i>	I can describe the achievements of a unique musical group.
<i>Cultura</i>	<i>Imilla Skate</i>	I can identify a unique pastime and understand how it reflects cultural perspectives.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Bachata</i>	I can talk about my music preferences.

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

Section	Title	Can-Do/Description
<i>Historieta 1: Regina quiere tocar el violín</i>	<i>Cultura breve: Marileidy Paulino</i>	I can describe a professional athlete and their contributions to the country's international presence.
<i>Historieta 2: Ramón gana el partido y pierde la pelota</i>	<i>Cultura breve: Pelota tatá</i>	I can identify how people celebrate a national holiday.
<i>Historieta 3: Las muchachas no pueden andar en skate</i>	<i>Cultura breve: Pablo Ramírez</i>	I can identify the talents, contributions, and legacy of a popular skater and artist.
<i>Historieta 4: Las cebras en las calles</i>	<i>Cultura breve: La Paz, Bolivia</i>	I can describe things to do and how to get around in a major tourist city.
<i>Cultura</i>	<i>Las cebras de La Paz</i>	I can describe a public safety program.
<i>Cultura</i>	<i>La orquesta reciclada</i>	I can describe the achievements of a unique musical group.

<i>Cultura</i>	<i>Imilla Skate</i>	I can identify a unique pastime and understand how it reflects cultural perspectives.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Bachata</i>	I can talk about my music preferences.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: El BMX en la Carretera de la Muerte</i>	I can talk about my opinions on cycling and extreme sports.
4. Comparisons		
4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		
Section	Title	Can-Do/Description
<i>Historieta 1: Regina quiere tocar el violín</i>	<i>Nota de gramática: Recognizing the Gerund Form of Verbs</i>	Recognizing the gerund form of verbs
<i>Historieta 2: Ramón gana el partido y pierde la pelota</i>	<i>Nota de gramática: Recognizing past tense</i>	Recognizing past tense verb forms
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>República Dominicana, Bolivia y Paraguay</i>	<i>¡Visitemos República Dominicana!</i>	Learn about the Dominican Republic and its culture
<i>República Dominicana, Bolivia y Paraguay</i>	<i>¡Visitemos Bolivia!</i>	Learn about Bolivia and its culture
<i>República Dominicana, Bolivia y Paraguay</i>	<i>¡Visitemos Paraguay!</i>	Learn about Paraguay and its culture
<i>Historieta 1: Regina quiere tocar el violín</i>	<i>Cultura breve: Marileidy Paulino</i>	I can describe a professional athlete and their contributions to the country's international presence.
<i>Historieta 2: Ramón gana el partido y pierde la pelota</i>	<i>Cultura breve: Pelota tatá</i>	I can identify how people celebrate a national holiday.
<i>Historieta 3: Las muchachas no pueden andar en skate</i>	<i>Cultura breve: Pablo Ramírez</i>	I can identify the talents, contributions, and legacy of a popular skater and artist.
<i>Historieta 4: Las cebras en las calles</i>	<i>Cultura breve: La Paz, Bolivia</i>	I can describe things to do and how to get around in a major tourist city.
<i>Cultura</i>	<i>Las cebras de La Paz</i>	I can describe a public safety program.
<i>Cultura</i>	<i>La orquesta reciclada</i>	I can describe the achievements of a unique musical group.

<i>Cultura</i>	<i>Imilla Skate</i>	I can identify a unique pastime and understand how it reflects cultural perspectives.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Bachata</i>	I can talk about my music preferences.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: El BMX en la Carretera de la Muerte</i>	I can talk about my opinions on cycling and extreme sports.
5. Communities		
5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.		
Section	Title	Can-Do/Description
<i>República Dominicana, Bolivia y Paraguay</i>	<i>En mi comunidad</i>	I can use the Spanish language within and beyond my classroom to interact and collaborate in my community and the globalized world.
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: De compras			
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>Historieta 3: Alicia aprende a regatear</i>	Interpersonal Speaking: <i>¡A regatear!</i>	Speaking	I can ask and understand how much something costs.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué ropa llevas hoy?</i>	Speaking	I can discuss with my classmates what clothing I am wearing.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Dónde te gusta ir de compras?</i>	Speaking	I can discuss with my classmates where I like to go shopping.
Integrated Performance Assessment	Interpersonal Writing	Writing	I can exchange preferences about items I am shopping for.

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: La camisa horrible</i>	<i>Actividad 2: ¿Quién lo dice/hace?</i>	Reading	I can attribute actions and quotes to characters from a story.
<i>Historieta 1: La camisa horrible</i>	<i>Actividad 3: Los actos de amabilidad</i>	Reading	I can classify events in a story as acts of kindness or unkindness.
<i>Historieta 2: Las tortillas populares de Yuritzí</i>	<i>Actividad 1: ¿Quién lo hace?</i>	Reading	I can identify the characters of a story and their actions.
<i>Historia larga 1: La protesta</i>	<i>Actividad 2: Evidencia del texto</i>	Reading	I can select passages from a story that support conclusions drawn about the story.
<i>Historieta 3: Alicia aprende a regatear</i>	<i>Actividad 1: Opción múltiple</i>	Reading	I can identify details from a story about shopping in a market.
<i>Historieta 4: La muñeca mágica</i>	<i>Actividad 1: Opiniones y hechos</i>	Reading	I can evaluate statements about a story that I read.
<i>Historia larga 2: Oscar quiere comprar más camisetas</i>	<i>Actividad 2: ¡A dibujar!</i>	Reading	I can represent details of a story with illustrations.
<i>Historia larga 2: Oscar quiere comprar más camisetas</i>	Interpretive Listening: <i>Ropa barata en Nueva York</i>	Listening	I can understand a simple description of an item for sale.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué ropa llevas hoy?</i>	Listening	I can listen to people talk about the clothing that they're wearing.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Dónde te gusta ir de compras?</i>	Listening	I can listen to people talk about where they like to go shopping.
Integrated Performance Assessment	Interpretive Reading	Reading	I can purchase an item online.
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 2: Las tortillas populares de Yuritzí</i>	<i>Actividad 3: Escríbelo</i>	Writing	I can retell a familiar story in my own words.

<i>Historieta 2: Las tortillas populares de Yuritzí</i>	Presentational Writing: <i>¿Dónde comprar?</i>	Writing	I can recommend places to shop.
<i>Historia larga 1: La protesta</i>	<i>Actividad 3: Contesta las preguntas</i>	Writing	I can recall details from a story I have read.
<i>Historieta 4: La muñeca mágica</i>	<i>Actividad 3: Describe la foto</i>	Writing	I can use familiar words in a familiar context.
End-of-Unit Review and Assessment	<i>¡Mi historia original!</i>	Writing	I can write an original story.
End-of-Unit Review and Assessment	<i>Cuéntanos una historia original</i>	Speaking	I can tell an original story.
Integrated Performance Assessment	Presentational Speaking	Speaking	I can describe a cultural item that could be purchased in the market. I can describe a product by stating basic information.

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>Venezuela y Guatemala</i>	<i>¡Visitemos Venezuela!</i>	Learn about Venezuela and its culture
<i>Venezuela y Guatemala</i>	<i>¡Visitemos Guatemala!</i>	Learn about Guatemala and its culture
<i>Historieta 2: Las tortillas populares de Yuritzí</i>	<i>Cultura breve: La Semana Santa</i>	I can describe how Guatemalans celebrate an important holiday.
<i>Cultura</i>	<i>La burriquita</i>	I can identify how people celebrate local and national holidays or festivals.
<i>Cultura</i>	<i>El regateo</i>	I can describe how culture affects how people shop.
<i>Cultura</i>	<i>Lección cultural: Chichicastenango</i> <i>Comprensión</i>	I can identify a popular shopping location and describe how culture affects where people shop.

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: La camisa horrible</i>	<i>Cultura breve: El huipil</i>	I can describe a traditional article of clothing.
<i>Historieta 3: Alicia aprende a regatear</i>	<i>Cultura breve: El quetzal de Guatemala</i>	I can identify how culture is reflected in currency.

<i>Historieta 4: La muñeca mágica</i>	<i>Cultura breve: Los textiles de Guatemala</i>	I can describe the cultural and economic importance of a traditional product.
<i>Cultura</i>	<i>La muñeca quitapenas</i>	I can describe a product associated with a Guatemalan legend.
Integrated Performance Assessment	Presentation Speaking	I can describe a cultural item that could be purchased in the market. I can describe a product by stating basic information.
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>Cultura</i>	<i>La hiperinflación</i>	I can describe the impact hyperinflation made in Venezuela.
<i>Historieta 2: Las tortillas populares de Yuritzí</i>	<i>Cultura breve: La Semana Santa</i>	I can describe how Guatemalans celebrate an important holiday.
<i>Cultura</i>	<i>La burriquita</i>	I can identify how people celebrate local and national holidays or festivals.
<i>Historieta 3: Alicia aprende a regatear</i>	<i>Cultura breve: El quetzal de Guatemala</i>	I can identify how culture is reflected in currency.
<i>Historieta 4: La muñeca mágica</i>	<i>Cultura breve: Los textiles de Guatemala</i>	I can describe the cultural and economic importance of a traditional product.
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.		
Section	Title	Can-Do/Description
<i>Historieta 2: Las tortillas populares de Yuritzí</i>	<i>Cultura breve: La Semana Santa</i>	I can describe how Guatemalans celebrate an important holiday.
<i>Cultura</i>	<i>La burriquita</i>	I can identify how people celebrate local and national holidays or festivals.
<i>Cultura</i>	<i>El regateo</i>	I can describe how culture affects how people shop.
<i>Cultura</i>	<i>Lección cultural: Chichicastenango Comprensión</i>	I can identify a popular shopping location and describe how culture affects where people shop.
<i>Historieta 3: Alicia aprende a regatear</i>	<i>Cultura breve: El quetzal de Guatemala</i>	I can identify how culture is reflected in currency.
<i>Historieta 4: La muñeca mágica</i>	<i>Cultura breve: Los textiles de Guatemala</i>	I can describe the cultural and economic importance of a traditional product.

<i>Cultura</i>	<i>La muñeca quitapenas</i>	I can describe a product associated with a Guatemalan legend.
4. Comparisons		
4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		
Section	Title	Can-Do/Description
<i>Historieta 1: La camisa horrible</i>	<i>Nota de gramática: ¿Gusta o gustan?</i>	Differentiate between <i>gusta</i> and <i>gustan</i>
<i>Historieta 4: La muñeca mágica</i>	<i>Nota de gramática: Los pronombres de objeto indirecto</i>	Indirect object pronouns
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>Venezuela y Guatemala</i>	<i>¡Visitemos Venezuela!</i>	Learn about Venezuela and its culture
<i>Venezuela y Guatemala</i>	<i>¡Visitemos Guatemala!</i>	Learn about Guatemala and its culture
<i>Historieta 2: Las tortillas populares de Yuritzí</i>	<i>Cultura breve: La Semana Santa</i>	I can describe how Guatemalans celebrate an important holiday.
<i>Cultura</i>	<i>La burriquita</i>	I can identify how people celebrate local and national holidays or festivals.
<i>Cultura</i>	<i>El regateo</i>	I can describe how culture affects how people shop.
<i>Cultura</i>	<i>Lección cultural: Chichicastenango</i> <i>Comprensión</i>	I can identify a popular shopping location and describe how culture affects where people shop.
<i>Historieta 1: La camisa horrible</i>	<i>Cultura breve: El huipil</i>	I can describe a traditional article of clothing.
<i>Historieta 3: Alicia aprende a regatear</i>	<i>Cultura breve: El quetzal de Guatemala</i>	I can identify how culture is reflected in currency.
<i>Historieta 4: La muñeca mágica</i>	<i>Cultura breve: Los textiles de Guatemala</i>	I can describe the cultural and economic importance of a traditional product.
<i>Cultura</i>	<i>La muñeca quitapenas</i>	I can describe a product associated with a Guatemalan legend.
Integrated Performance Assessment	Presentational Speaking	I can describe a cultural item that could be purchased in the market. I can describe a product by stating basic information.
5. Communities		
5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.		

Section	Title	Can-Do/Description
Venezuela y Guatemala	<i>En mi comunidad</i>	I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world.
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 7: Los 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>Historieta 1: Sólo diez minutos más</i>	Interpersonal Writing: <i>¡Planeamos un viaje!</i>	Writing	I can ask and answer questions about travel plans.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos Vinicunca, Perú</i>	Speaking	I can talk about my travel preferences.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Las chivas</i>	Speaking	I can talk about how people and goods are transported in my community.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Te gusta viajar?</i>	Speaking	I can talk with my classmates about traveling.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué necesitas para viajar?</i>	Speaking	I can talk with my classmates about what I need for traveling.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Adónde quieres viajar en el futuro?</i>	Speaking	I can talk with my classmates about my travel plans.
Integrated Performance Assessment	Interpretive Reading	Reading	I can understand basic information from a travel itinerary.
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: Sólo diez minutos más</i>	<i>Actividad 1: ¿Cierto o falso?</i>	Reading	I can understand the events of a story with new vocabulary.

<i>Historieta 1: Sólo diez minutos más</i>	<i>Actividad 2: ¿Antes o después?</i>	Reading	I can rank the events in a story according to the order in which they happened.
<i>Historieta 1: Sólo diez minutos más</i>	<i>Actividad 3: Escucha y dibuja</i>	Listening	I can represent key details of a story I hear through illustrations.
<i>Historia larga 1: Un viaje en bicicleta</i>	<i>Actividad 1: Completa la frase</i>	Reading	I can use familiar vocabulary to complete the details of a story.
<i>Historia larga 1: Un viaje en bicicleta</i>	<i>Actividad 2: Ordena la historia</i>	Reading	I can put the events of a story using familiar vocabulary in order.
<i>Historieta 3: El pasaporte es muy importante</i>	<i>Actividad 1: Opción múltiple</i>	Reading	I can identify the topic and some specific details from simple sentences in a short story.
<i>Historieta 3: El pasaporte es muy importante</i>	<i>Interpretive Reading: Un viaje en tren</i>	Reading	I can understand basic information from a travel website.
<i>Historia larga 2: ¿Dónde está la maleta?</i>	<i>Actividad 1: Dibuja la historia</i>	Reading	I can represent events and details from a story with illustrations.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Te gusta viajar?</i>	Listening	I can listen to someone talk about traveling.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué necesitas para viajar?</i>	Listening	I can listen to someone talk about what they need for traveling.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Adónde quieres viajar en el futuro?</i>	Listening	I can listen to someone talk about their travel plans.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can ask and answer questions about travel plans.
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 4: Los héroes del avión</i>	<i>Actividad 3: Mi blog de viajes</i>	Writing	I can list the major events and details of a short story.

<i>Historia larga 2: ¿Dónde está la maleta?</i>	<i>Actividad 3: Maleta Mishap</i>	Writing	I can use familiar vocabulary to retell a story.
<i>Historia larga 2: ¿Dónde está la maleta?</i>	Presentational Speaking: <i>Mi viaje</i>	Speaking	I can tell someone my schedule for an upcoming trip.
End-of-Unit Review and Assessment	<i>¡Mi historia original!</i>	Writing	I can write an original story.
End-of-Unit Review and Assessment	<i>Cuéntanos una historia original</i>	Speaking	I can tell an original story.
Integrated Performance Assessment	Presentational Writing	Writing	I can tell someone my schedule for an upcoming trip.

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>Colombia y Perú</i>	<i>¡Visitemos Colombia!</i>	Learn about Colombia and its culture
<i>Colombia y Perú</i>	<i>¡Visitemos Perú!</i>	Learn about Peru and its culture
<i>Historieta 1: Sólo diez minutos más</i>	<i>Cultura breve: La Ciudad Perdida</i>	I can describe tourism to an ancient landmark in Colombia.
<i>Historieta 3: El pasaporte es muy importante</i>	<i>Cultura breve: El Año Nuevo</i>	I can describe New Year's celebrations in Latin America.
<i>Cultura</i>	<i>La Ciclovía</i>	I can identify how people travel and why they choose to travel this way.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Las chivas</i>	I can talk about how people and goods are transported in my community.

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: La entrega importante</i>	<i>Cultura breve: Los Jeeps de Colombia</i>	I can describe how rural Colombians transport goods, people, and everyday items.
<i>Historieta 4: Los héroes del avión</i>	<i>Cultura breve: El Parque del Café</i>	I can describe a popular attraction in Colombia and explain why it is important to the Colombian people.
<i>Cultura</i>	<i>Las Líneas de Nazca</i>	I can describe the significance of and tourism to an important historical site.

<i>Cultura</i>	<i>Las islas del lago Titicaca</i>	I can describe the touristic appeal of a native community.
3. Connections		
3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		
Section	Title	Can-Do/Description
<i>Historieta 1: Sólo diez minutos más</i>	<i>Cultura breve: La Ciudad Perdida</i>	I can describe tourism to an ancient landmark in Colombia.
<i>Cultura</i>	<i>Las Líneas de Nazca</i>	I can describe the significance of and tourism to an important historical site.
<i>Cultura</i>	<i>Lección cultural: ¡Vamos a Machu Picchu!</i> <i>Comprensión</i>	I can describe a trip to Machu Picchu.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Las chivas</i>	I can talk about how people and goods are transported in my community.
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>Colombia y Perú</i>	<i>¡Visitemos Colombia!</i>	Learn about Colombia and its culture
<i>Colombia y Perú</i>	<i>¡Visitemos Perú!</i>	Learn about Peru and its culture
<i>Historieta 1: Sólo diez minutos más</i>	<i>Cultura breve: La Ciudad Perdida</i>	I can describe tourism to an ancient landmark in Colombia.
<i>Historieta 2: La entrega importante</i>	<i>Cultura breve: Los Jeeps de Colombia</i>	I can describe how rural Colombians transport goods, people, and everyday items.
<i>Historieta 3: El pasaporte es muy importante</i>	<i>Cultura breve: El Año Nuevo</i>	I can describe New Year's celebrations in Latin America.
<i>Cultura</i>	<i>La Ciclovía</i>	I can identify how people travel and why they choose to travel this way.
4. Comparisons		
4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		
Section	Title	Can-Do/Description
<i>Historieta 1: Sólo diez minutos más</i>	<i>Nota de gramática: Time of Day</i>	Distinguishing between morning, afternoon, and night
<i>Historieta 4: Los héroes del avión</i>	<i>Nota de gramática: -go Verbs</i>	Verbs that end in -go in the yo form
4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.		
Section	Title	Can-Do/Description

<i>Colombia y Perú</i>	<i>¡Visitemos Colombia!</i>	Learn about Colombia and its culture
<i>Colombia y Perú</i>	<i>¡Visitemos Perú!</i>	Learn about Peru and its culture
<i>Historieta 1: Sólo diez minutos más</i>	<i>Cultura breve: La Ciudad Perdida</i>	I can describe tourism to an ancient landmark in Colombia.
<i>Historieta 2: La entrega importante</i>	<i>Cultura breve: Los Jeeps de Colombia</i>	I can describe how rural Colombians transport goods, people, and everyday items.
<i>Historieta 3: El pasaporte es muy importante</i>	<i>Cultura breve: El Año Nuevo</i>	I can describe New Year's celebrations in Latin America.
<i>Historieta 4: Los héroes del avión</i>	<i>Cultura breve: El Parque del Café</i>	I can describe a popular attraction in Colombia and explain why it is important to the Colombian people.
<i>Cultura</i>	<i>La Ciclovía</i>	I can identify how people travel and why they choose to travel this way.
<i>Cultura</i>	<i>Las Líneas de Nazca</i>	I can describe the significance of and tourism to an important historical site.
<i>Cultura</i>	<i>Las islas del lago Titicaca</i>	I can describe the touristic appeal of a native community.
<i>Cultura</i>	<i>Lección cultural: ¡Vamos a Machu Picchu!</i> <i>Comprensión</i>	I can describe a trip to Machu Picchu.

5. Communities

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

Section	Title	Can-Do/Description
<i>Colombia y Perú</i>	<i>En mi comunidad</i>	I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world.

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: El calendario y el clima

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>Historia larga 1: Larissa tiene que correr</i>	<i>Actividad 1: Contesta las preguntas</i>	Writing	I can respond to simple questions with simple answers.
<i>Historia larga 1: Larissa tiene que correr</i>	Interpersonal Speaking: <i>Planes para la semana</i>	Speaking	I can engage in a conversation to decide whether to cancel an event given the weather forecast.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué te gusta hacer cuando hace calor? ¿Y cuando hace frío?</i>	Speaking	I can discuss my weather related hobbies with my classmates.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Cuál es tu estación favorita? ¿Por qué?</i>	Speaking	I can discuss my favorite season with my classmates.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Cuándo es tu cumpleaños? Típicamente, ¿qué tiempo hace cuando celebras tu cumpleaños?</i>	Speaking	I can talk with my classmates about my birthday.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can exchange information about what activities to engage in based on the weather.
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: ¿Hace calor o hace frío?</i>	<i>Actividad 1: Describe la foto</i>	Reading	I can recognize words using visual support.
<i>Historieta 1: ¿Hace calor o hace frío?</i>	<i>Actividad 2: Mensajes de texto</i>	Reading	I can use images to add meaning to text.
<i>Historieta 2: No llueve más</i>	<i>Actividad 1: Completa la historia</i>	Reading	I can use familiar vocabulary to summarize a story.
<i>Historieta 2: No llueve más</i>	Interpretive Listening: <i>La televisión</i>	Listening	I can understand a weather forecast, especially when weather symbols are used.
<i>Historia larga 1: Larissa tiene que correr</i>	<i>Actividad 2: Un mapa</i>	Reading	I can create a visual to represent the events of a story.

<i>Historieta 3: El billete de lotería</i>	<i>Actividad 2: ¿Antes o después?</i>	Reading	I can sequence a narrative.
<i>Historieta 4: El ataque de los marcianos</i>	<i>Actividad 1: ¿Quién lo hizo?</i>	Reading	I can differentiate between characters in a story.
<i>Historieta 4: El ataque de los marcianos</i>	<i>Actividad 2: Identifica la foto</i>	Reading	I can recognize visual depictions of scenes from a story.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué te gusta hacer cuando hace calor? ¿Y cuando hace frío?</i>	Listening	I can listen to people talk about what they like to do in different types of weather.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Cuál es tu estación favorita? ¿Por qué?</i>	Listening	I can listen to people talk about their favorite seasons.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Cuándo es tu cumpleaños? Típicamente, ¿qué tiempo hace cuando celebras tu cumpleaños?</i>	Listening	I can listen to people talk about their birthdays.
Integrated Performance Assessment	Interpretive Reading	Reading	I can recognize some weather expressions in a forecast.

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 2: No llueve más</i>	Presentational Writing: <i>Una alumna de Honduras</i>	Writing	Write to an exchange student
End-of-Unit Review and Assessment	<i>¡Mi historia original!</i>	Writing	I can write an original story.
End-of-Unit Review and Assessment	<i>Cuéntanos una historia original</i>	Speaking	I can tell an original story.
Integrated Performance Assessment	Presentational Writing	Writing	Write an email to a friend about a trip.

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>Honduras y España</i>	<i>¡Visitemos Honduras!</i>	Learn about Honduras and its culture
<i>Honduras y España</i>	<i>¡Visitemos España!</i>	Learn about Spain and its culture

<i>Historieta 1: ¿Hace calor o hace frío?</i>	<i>Cultura breve: Las Hogueras de San Juan</i>	I can describe a celebration of the summer solstice.
<i>Cultura</i>	<i>La lluvia de peces</i>	I can identify how people celebrate weather-related holidays or festivals.
<i>Cultura</i>	<i>Las dos estaciones de Honduras</i>	I can describe the importance of weather and climate on life in other countries.
<i>Cultura</i>	<i>La Lotería de Navidad</i>	I can describe a yearly tradition and why it is important.
<i>Cultura</i>	<i>Lección cultural: Pico de Teide Comprensión</i>	I can identify an important natural wonder of the Spanish-speaking world and its importance in the modern world.
2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.		
Section	Title	Can-Do/Description
<i>Historieta 3: El billete de lotería</i>	<i>Cultura breve: Granada</i>	I can describe popular attractions in a region of Spain.
3. Connections		
3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		
Section	Title	Can-Do/Description
<i>Historieta 2: No llueve más</i>	<i>Cultura breve: El desierto de Tabernas</i>	I can describe how a unique climate affects industry and tourism in a region.
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.		
Section	Title	Can-Do/Description
<i>Historieta 1: ¿Hace calor o hace frío?</i>	<i>Cultura breve: Las Hogueras de San Juan</i>	I can describe a celebration of the summer solstice.
<i>Historieta 2: No llueve más</i>	<i>Cultura breve: El desierto de Tabernas</i>	I can describe how a unique climate affects industry and tourism in a region.
<i>Historieta 3: El billete de lotería</i>	<i>Cultura breve: Granada</i>	I can describe popular attractions in a region of Spain.
<i>Historieta 4: El ataque de los marcianos</i>	<i>Cultura breve: El cíclope de la selva Misquita</i>	I can describe a regional legend.
<i>Cultura</i>	<i>La lluvia de peces</i>	I can identify how people celebrate weather-related holidays or festivals.
<i>Cultura</i>	<i>Las dos estaciones de Honduras</i>	I can describe the importance of weather and climate on life in other countries.
<i>Cultura</i>	<i>La Lotería de Navidad</i>	I can describe a yearly tradition and why it is important.

4. Comparisons		
4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		
Section	Title	Can-Do/Description
<i>Historieta 1: ¿Hace calor o hace frío?</i>	<i>Nota de gramática: La fecha</i>	Telling the date
<i>Historieta 3: El billete de lotería</i>	<i>Nota de gramática: Más sobre el gerundio</i>	Gerunds
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>Honduras y España</i>	<i>¡Visitemos Honduras!</i>	Learn about Honduras and its culture
<i>Honduras y España</i>	<i>¡Visitemos España!</i>	Learn about Spain and its culture
<i>Historieta 1: ¿Hace calor o hace frío?</i>	<i>Cultura breve: Las Hogueras de San Juan</i>	I can describe a celebration of the summer solstice.
<i>Historieta 2: No llueve más</i>	<i>Cultura breve: El desierto de Tabernas</i>	I can describe how a unique climate affects industry and tourism in a region.
<i>Historieta 3: El billete de lotería</i>	<i>Cultura breve: Granada</i>	I can describe popular attractions in a region of Spain.
<i>Historieta 4: El ataque de los marcianos</i>	<i>Cultura breve: El cíclope de la selva Misquita</i>	I can describe a regional legend.
<i>Cultura</i>	<i>La lluvia de peces</i>	I can identify how people celebrate weather-related holidays or festivals.
<i>Cultura</i>	<i>Las dos estaciones de Honduras</i>	I can describe the importance of weather and climate on life in other countries.
<i>Cultura</i>	<i>La Lotería de Navidad</i>	I can describe a yearly tradition and why it is important.
<i>Cultura</i>	<i>Lección cultural: Pico de Teide</i> <i>Comprensión</i>	I can identify an important natural wonder of the Spanish-speaking world and its importance in the modern world.
5. Communities		
5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.		
Section	Title	Can-Do/Description
<i>Honduras y España</i>	<i>En mi comunidad</i>	I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world.
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: La naturaleza			
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>Historieta 1: La mascota aburrida</i>	Interpersonal Writing: <i>¡Compramos una mascota!</i>	Writing	I can ask and answer questions about buying a pet.
<i>Historia larga 2: Mi bosque</i>	Interpersonal Speaking: <i>La protesta</i>	Speaking	I can engage in a conversation about deforestation.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Tienes una mascota? ¡Descríbela!</i>	Speaking	Discuss your pets with your classmates
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué haces para proteger la naturaleza?</i>	Speaking	Discuss with your classmates how you protect the environment
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué te gusta hacer en la naturaleza?</i>	Speaking	Discuss with your classmates what you like to do in nature
Integrated Performance Assessment	Interpersonal Writing	Writing	I can exchange ideas with others about ways to protect the environment.
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: La mascota aburrida</i>	<i>Actividad 1: ¿Uno, el otro o los dos?</i>	Reading	I can understand the events of a story using new vocabulary.
<i>Historieta 1: La mascota aburrida</i>	<i>Actividad 2: Empareja</i>	Reading	I can match the events of a story with a visual representation.
<i>Historieta 2: Dos cazadores de ranas</i>	<i>Actividad 1: Completa la historia</i>	Reading	I can understand the events of a story using new vocabulary.
<i>Historieta 2: Dos cazadores de ranas</i>	<i>Actividad 2: Opción múltiple</i>	Reading	I can identify important details of a story.

<i>Historia larga 1: El cambio de mascotas</i>	<i>Actividad 1: ¿Rubi o la rana?</i>	Reading	I can distinguish characters in a story.
<i>Historieta 3: ¿Dónde están los árboles?</i>	<i>Actividad 2: Ordena la historia</i>	Reading	I can sequence the events of a story that uses familiar vocabulary.
<i>Historieta 4: El mono y el celular</i>	<i>Actividad 2: Busca el intruso</i>	Reading	I can identify details and terms that do not belong with others.
<i>Historia larga 2: Mi bosque</i>	<i>Actividad 2: Causa y efecto</i>	Reading	I can identify cause and effect in a story.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Tienes una mascota? ¡Descríbela!</i>	Listening	I can listen to people discuss their pets.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué haces para proteger la naturaleza?</i>	Listening	I can listen to people talk about how they protect the environment.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué te gusta hacer en la naturaleza?</i>	Listening	I can listen to people talk about what they like to do in nature.
Integrated Performance Assessment	Interpretive Reading	Reading	I can understand simple descriptions of the images in an infographic.

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>Historia larga 1: El cambio de mascotas</i>	Presentational Writing: <i>Pros y contras</i>	Writing	I can write about the pros and cons of life as a pet.
<i>Historieta 3: ¿Dónde están los árboles?</i>	<i>Actividad 3: Diez años después</i>	Writing	I can extend a familiar story by writing a new ending.
<i>Historieta 4: El mono y el celular</i>	<i>Actividad 3: Las redes sociales</i>	Writing	I can write a personal reaction to the events of a familiar story.
End-of-Unit Review and Assessment	<i>¡Mi historia original!</i>	Writing	I can write an original story.
End-of-Unit Review and Assessment	<i>Cuéntanos una historia original</i>	Speaking	I can tell an original story.

Integrated Performance Assessment	Presentation Speaking	Speaking	I can make recommendations for how individuals and schools can help protect the environment.
-----------------------------------	-----------------------	----------	--

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>Cuba y Guinea Ecuatorial</i>	<i>¡Visitemos Cuba!</i>	Learn about Cuba and its culture
<i>Cuba y Guinea Ecuatorial</i>	<i>¡Visitemos Guinea Ecuatorial!</i>	Learn about Equatorial Guinea and its culture
<i>Historieta 1: La mascota aburrida</i>	<i>Cultura breve: El tráfico de pájaros</i>	I can explain bird trafficking.
<i>Cultura</i>	<i>El Proyecto Tarea Vida</i>	I can describe environmental conservation efforts.
<i>Cultura</i>	<i>La conservación de la isla de Bioko</i>	I can describe conservation efforts.
<i>Cultura</i>	<i>Lección cultural: El Parque Nacional de Monte Alén</i> <i>Comprensión</i>	I can describe the climate, life, problems, and conservation efforts of a national park.

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: Dos cazadores de ranas</i>	<i>Cultura breve: La rana arbórea cubana</i>	I can describe a particular species of wildlife in Cuba.
<i>Historieta 3: ¿Dónde están los árboles?</i>	<i>Cultura breve: El árbol de ceiba</i>	I can describe the importance of a national tree.
<i>Historieta 4: El mono y el celular</i>	<i>Cultura breve: El almiquí</i>	I can describe an endangered species.

3. Connections

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

Section	Title	Can-Do/Description
<i>Historieta 1: La mascota aburrida</i>	<i>Cultura breve: El tráfico de pájaros</i>	I can explain bird trafficking.
<i>Historieta 2: Dos cazadores de ranas</i>	<i>Cultura breve: La rana arbórea cubana</i>	I can describe a particular species of wildlife in Cuba.
<i>Historieta 4: El mono y el celular</i>	<i>Cultura breve: El almiquí</i>	I can describe an endangered species.
<i>Cultura</i>	<i>El Proyecto Tarea Vida</i>	I can describe environmental conservation efforts.

<i>Cultura</i>	<i>La conservación de la isla de Bioko</i>	I can describe conservation efforts.
<i>Cultura</i>	<i>Lección cultural: El Parque Nacional de Monte Alén</i> <i>Comprensión</i>	I can describe the climate, life, problems, and conservation efforts of a national park.
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>Cuba y Guinea Ecuatorial</i>	<i>¡Visitemos Cuba!</i>	Learn about Cuba and its culture
<i>Cuba y Guinea Ecuatorial</i>	<i>¡Visitemos Guinea Ecuatorial!</i>	Learn about Equatorial Guinea and its culture
<i>Historieta 1: La mascota aburrida</i>	<i>Cultura breve: El tráfico de pájaros</i>	I can explain bird trafficking.
<i>Historieta 3: ¿Dónde están los árboles?</i>	<i>Cultura breve: El árbol de ceiba</i>	I can describe the importance of a national tree.
<i>Cultura</i>	<i>Los Jardines de la Reina</i>	I can describe a marine park.
<i>Cultura</i>	<i>El Proyecto Tarea Vida</i>	I can describe environmental conservation efforts.
<i>Cultura</i>	<i>Lección cultural: El Parque Nacional de Monte Alén</i> <i>Comprensión</i>	I can describe the climate, life, problems, and conservation efforts of a national park.
4. Comparisons		
4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		
Section	Title	Can-Do/Description
<i>Historieta 1: La mascota aburrida</i>	<i>Nota de gramática: Los pronombres del objeto directo</i>	Direct object pronouns
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>Cuba y Guinea Ecuatorial</i>	<i>¡Visitemos Cuba!</i>	Learn about Cuba and its culture
<i>Cuba y Guinea Ecuatorial</i>	<i>¡Visitemos Guinea Ecuatorial!</i>	Learn about Equatorial Guinea and its culture
<i>Historieta 1: La mascota aburrida</i>	<i>Cultura breve: El tráfico de pájaros</i>	I can explain bird trafficking.
<i>Historieta 2: Dos cazadores de ranas</i>	<i>Cultura breve: La rana arbórea cubana</i>	I can describe a particular species of wildlife in Cuba.

<i>Historieta 3: ¿Dónde están los árboles?</i>	<i>Cultura breve: El árbol de ceiba</i>	I can describe the importance of a national tree.
<i>Historieta 4: El mono y el celular</i>	<i>Cultura breve: El almiquí</i>	I can describe an endangered species.
<i>Cultura</i>	<i>Los Jardines de la Reina</i>	I can describe a marine park.
<i>Cultura</i>	<i>El Proyecto Tarea Vida</i>	I can describe environmental conservation efforts.
<i>Cultura</i>	<i>La conservación de la isla de Bioko</i>	I can describe conservation efforts.
<i>Cultura</i>	<i>Lección cultural: El Parque Nacional de Monte Alén</i> <i>Comprensión</i>	I can describe the climate, life, problems, and conservation efforts of a national park.
5. Communities		
5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.		
Section	Title	Can-Do/Description
<i>Cuba y Guinea Ecuatorial</i>	<i>En mi comunidad</i>	I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world.
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