

**Alignment to ACTFL's World-Readiness Standards for Learning Languages**  
***Voces por el mundo 1***

*Voces por el mundo 1* is an award-winning, highly effective Spanish curriculum for intermediate-level learners. *Voces por el mundo 1* will take your middle or high school students through one year of novice-level Spanish instruction and prepare them for intermediate-level classes. 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 *Voces por el mundo 1* aligns to ACTFL's World-Readiness Standards for Learning Languages. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

| <b>Capítulo 1: México</b>  |                                    |             |   |
|--|------------------------------------|-------------|---|
| <b>1. Communication</b>  |                                    |             |   |
| <b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b> |                                    |             |   |
| <b>Section</b>   | <b>Title</b>                       | <b>Mode</b> | <b>Can-Do/Description</b>                                     |
| <i>Actividades</i>   | <i>Actividad 13: Los saludos 7</i> | Speaking    | I can communicate basic information about myself.             |
| <i>Actividades</i>   | <i>Actividad 14: Los saludos 8</i> | Writing     | I can understand a simple greeting and respond appropriately  |
| <i>Entrevistas</i>   | <i>¿Y tú?</i>                      | Speaking    | I can answer questions in Spanish about myself.               |
| <i>¡Vamos a charlar!</i>   | <i>Preguntas personales</i>        | Speaking    | I can communicate basic information about myself.             |
| <i>¡Vamos a charlar!</i>   | Interpersonal #1                   | Speaking    | I can greet someone and introduce myself in Spanish.          |
| <i>¡Vamos a charlar!</i>   | Interpersonal #2                   | Speaking    | I can respond to an introduction.                             |
| <i>¡Vamos a charlar!</i>   | Interpersonal #3                   | Speaking    | I can ask for and give my telephone number.                   |
| Integrated Performance Assessment  | Interpersonal Speaking             | Speaking    | I can introduce myself and exchange information with someone. |
| <b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>  |                                    |             |   |
| <b>Section</b>   | <b>Title</b>                       | <b>Mode</b> | <b>Can-Do/Description</b>                                     |

|                                   |   |                   |   |
|-----------------------------------|---|-------------------|---|
| <i>Actividades</i>                | <i>Actividad 6: El abecedario 6</i>       | Listening         | I can understand someone spelling some words aloud in Spanish.                      |
| <i>Actividades</i>                | <i>Actividad 11: Los saludos 5</i>        | Reading           | Rearrange a written dialogue in the correct order                                   |
| <i>Actividades</i>                | <i>Actividad 16: Los saludos 10</i>       | Listening         | Interpret spoken questions  |
| <i>Actividades</i>                | <i>Actividad 23: Los números 6</i>        | Listening         | Interpret spoken telephone numbers  |
| <i>Actividades</i>                | <i>Actividad 25: Los números 8</i>        | Reading/Listening | Interpret spoken telephone numbers  |
| <i>Materiales auténticos</i>      | <i>Concurso de deletreo</i>               | Listening         | I can understand some words and recognize letters in a video.                       |
| <i>Materiales auténticos</i>      | <i>Anuncio de mermelada</i>               | Listening         | I can recognize some words and phrases in a commercial.                             |
| <i>Materiales auténticos</i>      | <i>¡Gol!</i>                              | Listening         | I can recognize numbers in a commercial.  |
| <i>Materiales auténticos</i>      | <i>Anuncio de abogados</i>                | Listening         | I can understand a commercial in Spanish.   |
| <i>Materiales auténticos</i>      | <i>Lotería de Navidad</i>                 | Listening         | I can understand an advertisement about the Spanish lottery.                        |
| <i>Materiales auténticos</i>      | <i>Atractivos turísticos en la ciudad</i> | Reading           | I can identify a few words on a flyer.  |
| <i>Materiales auténticos</i>      | <i>Anuncio de un sándwich</i>             | Listening         | I can recognize numbers and words in a commercial.                                  |
| <i>Entrevistas</i>                | <i>Mariel</i>                             | Listening         | I can understand some greetings and phrases in an interview with a Spanish speaker. |
| <i>Entrevistas</i>                | <i>Luis</i>                               | Listening         | I can understand some words in an interview.  |
| <i>Historias</i>                  | <i>La quinceañera pequeña</i>             | Reading           | Read a story  |
| <i>Historias</i>                  | <i>Elisa y la estatua</i>                 | Reading           | Read a story  |
| <i>Lecturas</i>                   | <i>La vida de Frida Kahlo</i>             | Reading           | I can read about a Mexican cultural figure.   |
| <i>Lecturas</i>                   | <i>Corredores tarahumara</i>              | Reading           | I can read and understand a non-fiction text in Spanish.                            |
| Integrated Performance Assessment | Interpretive Reading                      | Reading           | I can recognize cognates 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>Actividades</i>                | <i>Actividad 4: El abecedario 4</i> | Speaking | I can spell some words aloud.                                      |
| <i>Actividades</i>                | <i>Actividad 5: El abecedario 5</i> | Speaking | Spelling words aloud   |
| <i>Actividades</i>                | <i>Actividad 8: Los saludos 2</i>   | Speaking | I can greet someone.   |
| <i>Actividades</i>                | <i>Actividad 20: Los números3</i>   | Speaking | Saying phone numbers aloud   |
| <i>¡Vamos a charlar!</i>          | Presentational #1                   | Speaking | I can introduce myself to a group in Spanish.                      |
| <i>Capítulo 1: Examen</i>         | <i>Parte 2: A escribir</i>          | Writing  | Write a conversation between two people meeting for the first time |
| Integrated Performance Assessment | Presentational Writing              | Speaking | I can introduce and give information about myself.                 |

## 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>Exploración cultural</i> | <i>Receta: Guacamole</i>     | Learn about how to make guacamole                        |
| <i>Lecturas</i>             | <i>Corredores tarahumara</i> | I can read and understand a non-fiction text in Spanish. |

**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>Exploración cultural</i>       | <i>Receta: Guacamole</i>    | Learn about how to make guacamole                    |
| <i>Exploración cultural</i>       | <i>La tortilla mexicana</i> | Learn about the role of tortillas in Mexican cuisine |
| Integrated Performance Assessment | Interpretive Reading        | I can recognize cognates in an infographic.          |

## 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>Viajamos por México</i>  | <i>Tres pueblos mágicos</i>                        | Learn about different tourist destinations in Mexico |
| <i>Exploración cultural</i> | <i>Arte de México: Los murales de Diego Rivera</i> | Learn about the artist Diego Rivera                  |

|   |  |   |
|---|--|---|
| <i>Exploración cultural</i>   | <i>Arte de México: Las artesanías</i>              | Learn about sculptures known as <i>alebrijes</i>                                      |
| <i>Lecturas</i>   | <i>La vida de Frida Kahlo</i>                      | I can read about a Mexican cultural figure.   |
| <i>Lecturas</i>   | <i>Corredores tarahumara</i>                       | I can read and understand a non-fiction text in Spanish.                              |
| <b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>                      |  |   |
| <b>Section</b>  | <b>Title</b>                                       | <b>Can-Do/Description</b>   |
| <i>Viajamos por México</i>  | 10 Best Ruins in Mexico You Must Visit             | Learn about different ancient sites in Mexico   |
| <i>Lecturas</i>   | <i>Corredores tarahumara</i>                       | I can read and understand a non-fiction text in Spanish.                              |
| <b>4. Comparisons</b>   |  |   |
| <b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b>          |  |   |
| <b>Section</b>  | <b>Title</b>                                       | <b>Can-Do/Description</b>   |
| <i>Abecedario</i>   |  | Language sounds   |
| <i>Palabras cognadas</i>  |  | Cognates and punctuation  |
| <i>Videos y presentaciones</i>  | <i>Video: Saludos</i>                              | Learn about greetings   |
| <i>Videos y presentaciones</i>  | <i>Presentación: Saludos</i>                       | Learn about greetings   |
| <b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>           |  |   |
| <b>Section</b>  | <b>Title</b>                                       | <b>Can-Do/Description</b>   |
| <i>Introducción a México</i>  |  | Familiarize yourself with some basic information about Mexico                         |
| <i>Exploración cultural</i>   | <i>Días festivos: Las quinceañeras</i>             | I can answer some basic questions about <i>quinceañeras</i> .                         |
| <i>Exploración cultural</i>   | <i>Días festivos: Las posadas</i>                  | I can answer some basic questions about <i>las posadas</i> .                          |
| <i>Exploración cultural</i>   | <i>La tortilla mexicana</i>                        | I can understand some words and phrases in an infographic.                            |
| <i>Exploración cultural</i>   | <i>Arte de México: Los murales de Diego Rivera</i> | Learn about a famous Mexican artist   |
| <b>5. Communities</b>   |  |   |
| <b>5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</b> |  |   |
| <b>Section</b>  | <b>Title</b>                                       | <b>Can-Do/Description</b>   |
| <i>Palabras cognadas</i>  | <i>En la comunidad</i>                             | Participate in the Spanish-speaking community by planning a community service project |
| <b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>                                     |  |   |
| <b>Section</b>  | <b>Title</b>                                       | <b>Can-Do/Description</b>   |
| Can-Do Checklist  |  | Can-Do self-assessment  |

| <b>Capítulo 2: Guatemala</b>   |  |             |   |
|--|--|-------------|---|
| <b>1. Communication</b>  |  |             |   |
| <b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b> |  |             |   |
| <b>Section</b>   | <b>Title</b>                           | <b>Mode</b> | <b>Can-Do/Description</b>   |
| <i>Actividades</i>   | <i>Actividad 26: Gustar 4</i>          | Speaking    | I can understand a simple question about my likes and dislikes and respond appropriately. |
| <i>¡Vamos a charlar!</i>   | <i>Preguntas personales</i>            | Speaking    | I can communicate basic information about my classroom.                                   |
| <i>¡Vamos a charlar!</i>   | Interpersonal #1                       | Speaking    | I can respond to yes/no questions about my classroom.                                     |
| <i>¡Vamos a charlar!</i>   | Interpersonal #2                       | Speaking    | I can ask about items in the classroom.   |
| <i>¡Vamos a charlar!</i>   | Interpersonal #3                       | Speaking    | I can make a shopping list and estimate how much money I'll need.                         |
| Integrated Performance Assessment  | Interpersonal Writing                  | Writing     | I can text about school supplies.   |
| <b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>  |  |             |   |
| <b>Section</b>   | <b>Title</b>                           | <b>Mode</b> | <b>Can-Do/Description</b>   |
| <i>Actividades</i>   | <i>Actividad 2: En la escuela 2</i>    | Reading     | Determine which item does not belong  |
| <i>Actividades</i>   | <i>Actividad 8: En la escuela 8</i>    | Reading     | I can understand most of a short reading about someone's school day.                      |
| <i>Materiales auténticos</i>   | <i>Lista de útiles escolares</i>       | Reading     | I can understand some of an infographic about school supplies.                            |
| <i>Materiales auténticos</i>   | <i>De vuelta a la escuela</i>          | Listening   | I can understand words for school supplies in a commercial.                               |
| <i>Materiales auténticos</i>   | <i>Regreso a clases</i>                | Reading     | I can understand very basic information from a back-to-school ad.                         |
| <i>Materiales auténticos</i>   | <i>Conoce nuestra oferta educativa</i> | Reading     | I can understand a poster in Spanish.   |
| <i>Materiales auténticos</i>   | <i>Organización de lapicera</i>        | Listening   | I can understand some words in a video.   |
| <i>Materiales auténticos</i>   | <i>Maneras de decir pluma</i>          | Reading     | I can read an infographic.  |

|                                   |  |           |  |
|-----------------------------------|--|-----------|--|
| <i>Exploración cultural</i>       | <i>Los mayas en Guatemala: Los mayas</i>               | Reading   | I can understand a poster in Spanish.                    |
| <i>Exploración cultural</i>       | <i>Los mayas en Guatemala: El juego de pelota maya</i> | Reading   | I can understand some of an infographic in Spanish.      |
| <i>Entrevistas</i>                | <i>Mariel</i>  | Listening | I can understand some words in an interview.             |
| <i>Entrevistas</i>                | <i>Luis</i>  | Listening | I can understand some words in an interview.             |
| <i>Lecturas</i>                   | <i>La escritura de Miguel Ángel Asturias</i>           | Reading   | I can read about a Guatemalan cultural figure.           |
| <i>Lecturas</i>                   | <i>El origen del chocolate</i>                         | Reading   | I can read and understand a non-fiction text in Spanish. |
| Integrated Performance Assessment | Interpretive Listening                                 | Listening | I can understand a commercial.                           |

**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>Actividades</i>                | <i>Actividad 6: En la escuela 6</i> | Writing/Speaking | I can identify common school supplies.                              |
| <i>Actividades</i>                | <i>Actividad 19: Hay 1</i>          | Speaking         | I can state the school supplies I need.                             |
| <i>Actividades</i>                | <i>Actividad 24: Gustar 2</i>       | Writing          | I can write simple sentences about the things I do and do not like. |
| <i>Entrevistas</i>                | <i>¿Y tú?</i>                       | Speaking         | I can answer some questions in Spanish about myself and my school.  |
| <i>¡Vamos a charlar!</i>          | Presentational #1                   | Speaking         | I can list items in my backpack.                                    |
| <i>Capítulo 2: Examen</i>         | <i>Parte 2: A hablar</i>            | Speaking         | Talk about what is in your backpack                                 |
| Integrated Performance Assessment | Presentational Writing              | Writing          | I can write an e-mail or postcard about school.                     |

## 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>Viajamos por Guatemala</i> | <i>Chichicastenango</i> | I can use words, phrases, and simple sentences to identify and describe cultural products and |

|                               |  |  |
|-------------------------------|--|--|
|                               |  | practices in Guatemala to help me explain and understand the perspectives of the target culture.   |
| <i>Viajamos por Guatemala</i> | <i>Panorama: Chichicastenango</i>          | I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Guatemala to help me explain and understand the perspectives of the target culture. |
| <i>Exploración cultural</i>   | <i>Días festivos: Feria de Santo Tomás</i> | I can compare my own cultural celebrations with a Spanish cultural celebration.  |

**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>Viajamos por Guatemala</i> | <i>Chichicastenango</i>           | I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Guatemala to help me explain and understand the perspectives of the target culture. |
| <i>Viajamos por Guatemala</i> | <i>Panorama: Chichicastenango</i> | I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Guatemala to help me explain and understand the perspectives of the target culture. |
| <i>Lecturas</i>               | <i>El origen del chocolate</i>    | I can read and understand a non-fiction text in Spanish.   |

### 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>Exploración cultural</i> | <i>Los mayas en Guatemala: Los mayas</i>               | I can understand a poster in Spanish.                    |
| <i>Exploración cultural</i> | <i>Los mayas en Guatemala: El juego de pelota maya</i> | I can understand some of an infographic in Spanish.      |
| <i>Lecturas</i>             | <i>La escritura de Miguel Ángel Asturias</i>           | I can read about a Guatemalan cultural figure.           |
| <i>Lecturas</i>             | <i>El origen del chocolate</i>                         | I can read and understand a non-fiction text in Spanish. |

**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>Exploración cultural</i> | <i>Días festivos: Feria de Santo Tomás</i> | I can compare my own cultural celebrations with a Spanish cultural celebration. |
|-----------------------------|--|---|

#### 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>En la escuela</i>                      |       | School related vocabulary        |
| <i>Género y número de los sustantivos</i> |       | Gender and number of nouns       |
| <i>Artículos definidos/indefinidos</i>    |       | Definite and indefinite articles |
| <i>Hay</i>                                |       | There is/there are               |
| <i>Gustar</i>                             |       | The verb <i>gustar</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>Viajamos por Guatemala</i> | <i>Chichicastenango</i>                      | I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Guatemala to help me explain and understand the perspectives of the target culture. |
| <i>Viajamos por Guatemala</i> | <i>Panorama: Chichicastenango</i>            | I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Guatemala to help me explain and understand the perspectives of the target culture. |
| <i>Exploración cultural</i>   | <i>Días festivos: Feria de Santo Tomás</i>   | I can compare my own cultural celebrations with a Spanish cultural celebration.  |
| <i>Lecturas</i>               | <i>La escritura de Miguel Ángel Asturias</i> | I can read about a Guatemalan cultural figure.   |
| <i>Lecturas</i>               | <i>El origen del chocolate</i>               | I can read and understand a non-fiction text in Spanish.   |

#### 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>Hay</i> | <i>En la comunidad</i> | Research language requirements at a university |

**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 Checklist |       | Can-Do self-assessment |

### Capítulo 3: El Salvador



| 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>¡Vamos a charlar!</i>  | <i>Preguntas personales</i>                                | Speaking  | I can give basic information about myself and my family.   |
| <i>¡Vamos a charlar!</i>  | Interpersonal #1   | Speaking  | I can ask about someone else's family.   |
| <i>¡Vamos a charlar!</i>  | Interpersonal #2   | Speaking  | I can describe my family.  |
| Integrated Performance Assessment   | Interpersonal Writing                                      | Writing   | I can write an email to a friend.  |
| 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>Actividades</i>  | <i>Actividad 1: Adjetivos 1</i>                            | Reading   | I can differentiate between masculine and feminine, as well as singular and plural nouns and adjectives. |
| <i>Actividades</i>  | <i>Actividad 4: Adjetivos 4</i>                            | Listening | I can understand a short personal description.   |
| <i>Actividades</i>  | <i>Actividad 6: Adjetivos 6</i>                            | Reading   | I can understand a letter describing someone.  |
| <i>Materiales auténticos</i>  | <i>Soy</i>   | Listening | I can understand a commercial in Spanish.  |
| <i>Materiales auténticos</i>  | <i>Cool en español</i>                                     | Reading   | I can understand a poster in Spanish.  |
| <i>Materiales auténticos</i>  | <i>El valor de aceptarte tal como eres</i>                 | Listening | I can understand some words in a video.  |
| <i>Materiales auténticos</i>  | <i>Hábitos de las personas emocionalmente inteligentes</i> | Reading   | I can understand some words and phrases in an infographic.   |
| <i>Materiales auténticos</i>  | <i>La psicología de los colores en marketing</i>           | Listening | I can understand some words in a video.  |
| <i>Materiales auténticos</i>  | <i>El voseo</i>  | Reading   | I can understand some words and phrases in an infographic.   |
| <i>Materiales auténticos</i>  | <i>Habilidades y cualidades de cada persona</i>            | Listening | I can understand some words in a video.  |
| <i>Entrevistas</i>  | <i>Mariel</i>  | Listening | I can understand some words in an interview.   |
| <i>Entrevistas</i>  | <i>Luis</i>  | Listening | I can understand some words in an interview.   |

|                                   |   |           |   |
|-----------------------------------|---|-----------|---|
| <i>Lecturas</i>                   | <i>La leyenda de Atlácatl</i>           | Reading   | I can read about a Salvadorian historical figure.           |
| <i>Lecturas</i>                   | <i>La esposa de una mente brillante</i> | Reading   | I can read and understand a non-fiction text in Spanish.    |
| Integrated Performance Assessment | Interpretive Listening                  | Listening | I can understand some words and phrases in a TV commercial. |

**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>Actividades</i>                | <i>Actividad 5: Adjetivos 5</i>    | Speaking | I can describe myself and others.                                 |
| <i>Actividades</i>                | <i>Actividad 17: Ser y estar 7</i> | Writing  | I can describe what people look like and how they feel.           |
| <i>Entrevistas</i>                | <i>¿Y tú?</i>                      | Speaking | I can answer some questions in Spanish about myself.              |
| <i>¡Vamos a charlar!</i>          | Presentational #1                  | Speaking | I can introduce myself.   |
| <i>Capítulo 3: Examen</i>         | <i>Parte 2: A hablar</i>           | Speaking | Describe a friend   |
| Integrated Performance Assessment | Presentational Speaking            | Speaking | I can introduce myself and share some basic details about myself. |

## 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>Actividades</i>              | <i>Actividad 7: Pronombres de sujeto 1</i>    | I can differentiate between <i>tú</i> , <i>usted</i> , and <i>ustedes</i> .  |
| <i>Viajamos por El Salvador</i> | <i>Panorama: Las ruinas de Tazumal</i>        | I can use words, phrases, and simple sentences to identify and describe cultural products and practices in El Salvador to help me explain and understand the perspectives of the target culture. |
| <i>Exploración cultural</i>     | <i>El arte callejero: Arte de performance</i> | I can compare street performers where I live with those in El Salvador.  |
| <i>Exploración cultural</i>     | <i>El casamiento</i>                          | I can make connections and comparisons between my own cultural traditions of marriage and those of El Salvador.  |

|  |   |  |
|--|---|--|
| <i>Exploración cultural</i>  | American vs. Hispanic Culture                 | I can compare and contrast common cultural norms between American and Hispanic culture.  |
| <i>Exploración cultural</i>  | <i>La migración de los salvadoreños</i>       | I can answer some questions about immigration.   |
| <b>2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</b>           |   |  |
| <b>Section</b>   | <b>Title</b>                                  | <b>Can-Do/Description</b>  |
| <i>Viajamos por El Salvador</i>  | <i>Panorama: Las ruinas de Tazumal</i>        | I can use words, phrases, and simple sentences to identify and describe cultural products and practices in El Salvador to help me explain and understand the perspectives of the target culture. |
| <i>Exploración cultural</i>  | <i>Receta: La quesadilla salvadoreña</i>      | I can understand some words in a video.  |
| <b>3. Connections</b>  |   |  |
| <b>3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</b> |   |  |
| <b>Section</b>   | <b>Title</b>                                  | <b>Can-Do/Description</b>  |
| <i>Exploración cultural</i>  | American vs. Hispanic Culture                 | I can compare and contrast common cultural norms between American and Hispanic culture.  |
| <i>Exploración cultural</i>  | <i>La migración de los salvadoreños</i>       | I can answer some questions about immigration.   |
| <i>Lecturas</i>  | <i>La leyenda de Atlácatl</i>                 | I can read about a Salvadorian historical figure.  |
| <b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>                                     |   |  |
| <b>Section</b>   | <b>Title</b>                                  | <b>Can-Do/Description</b>  |
| <i>Exploración cultural</i>  | <i>El arte callejero: Arte de performance</i> | I can compare street performers where I live with those in El Salvador.  |
| <i>Exploración cultural</i>  | <i>El casamiento</i>                          | I can make connections and comparisons between my own cultural traditions of marriage and those of El Salvador.  |
| <i>Exploración cultural</i>  | American vs. Hispanic Culture                 | I can compare and contrast common cultural norms between American and Hispanic culture.  |
| <b>4. Comparisons</b>  |   |  |
| <b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b>                         |   |  |
| <b>Section</b>   | <b>Title</b>                                  | <b>Can-Do/Description</b>  |
| <i>Adjetivos</i>   |   | Adjectives   |

|   |   |  |
|---|---|--|
| <i>Pronombres de sujeto</i>   |   | Subject pronouns   |
| <i>Ser y estar</i>  |   | The verbs <i>ser</i> and <i>estar</i>  |
| <i>Los colores</i>  |   | Colors   |
| <i>Actividades</i>  | <i>Actividad 7: Pronombres de sujeto I</i>    | I can differentiate between <i>tú</i> , <i>usted</i> , and <i>ustedes</i> .  |
| <b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>           |   |  |
| <b>Section</b>  | <b>Title</b>                                  | <b>Can-Do/Description</b>  |
| <i>Viajamos por El Salvador</i>   | <i>Panorama: Las ruinas de Tazumal</i>        | I can use words, phrases, and simple sentences to identify and describe cultural products and practices in El Salvador to help me explain and understand the perspectives of the target culture. |
| <i>Exploración cultural</i>   | <i>El arte callejero: Arte de performance</i> | I can compare street performers where I live with those in El Salvador.  |
| <i>Exploración cultural</i>   | <i>El casamiento</i>                          | I can make connections and comparisons between my own cultural traditions of marriage and those of El Salvador.  |
| <i>Exploración cultural</i>   | <i>Receta: La quesadilla salvadoreña</i>      | I can understand some words in a video.  |
| <i>Exploración cultural</i>   | American vs. Hispanic Culture                 | I can compare and contrast common cultural norms between American and Hispanic culture.  |
| <i>Exploración cultural</i>   | <i>La migración de los salvadoreños</i>       | I can answer some questions about immigration.   |
| <i>Lecturas</i>   | <i>La leyenda de Atlácatl</i>                 | I can read about a Salvadorian historical figure.  |
| <b>5. Communities</b>   |   |  |
| <b>5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</b> |   |  |
| <b>Section</b>  | <b>Title</b>                                  | <b>Can-Do/Description</b>  |
| <i>Pronombres de sujeto</i>   | <i>En la comunidad</i>                        | Interview a Spanish-speaking relative or friend  |
| <b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>                                     |   |  |
| <b>Section</b>  | <b>Title</b>                                  | <b>Can-Do/Description</b>  |
| Can-Do Checklist  |   | Can-Do self-assessment   |

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|--|
| <b>Capítulo 4: España</b>  |
| <b>1. Communication</b>  |
| <b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b> |

| Section   | Title                                       | Mode      | Can-Do/Description  |
|---|---|-----------|---|
| <i>¡Vamos a charlar!</i>  | <i>Preguntas personales</i>                 | Speaking  | I can understand and answer basic questions about myself and my family.             |
| <i>¡Vamos a charlar!</i>  | Interpersonal #1                            | Speaking  | I can ask and answer basic questions about the size of someone's family.            |
| <i>¡Vamos a charlar!</i>  | Interpersonal #2                            | Speaking  | I can give basic information about my family members.                               |
| Integrated Performance Assessment   | Interpersonal Speaking                      | Speaking  | I can answer questions about my family.   |
| <b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b> |   |           |   |
| Section   | Title                                       | Mode      | Can-Do/Description  |
| <i>Actividades</i>  | <i>Actividad 3: La familia 3</i>            | Reading   | I can understand a family relationship based on a vocabulary riddle.                |
| <i>Actividades</i>  | <i>Actividad 4: La familia 4</i>            | Reading   | I can make family relationship connections.   |
| <i>Actividades</i>  | <i>Actividad 6: La familia 6</i>            | Reading   | I can understand some information about someone's family, as described in a letter. |
| <i>Materiales auténticos</i>  | <i>Familias</i>                             | Listening | I can recognize family member words in a commercial.                                |
| <i>Materiales auténticos</i>  | <i>Los números de historia</i>              | Reading   | I can understand an infographic about numbers.                                      |
| <i>Materiales auténticos</i>  | <i>La familia real de España</i>            | Reading   | I can understand a family tree.   |
| <i>Materiales auténticos</i>  | <i>10 familias famosas de la televisión</i> | Reading   | I can understand some information about famous TV families.                         |
| <i>Materiales auténticos</i>  | <i>20 preguntas para conocerte mejor</i>    | Reading   | I can read questions pertaining to myself and my personality.                       |
| <i>Entrevistas</i>  | <i>Mariel</i>                               | Listening | I can understand some of what is said in an interview with a Spanish speaker.       |
| <i>Entrevistas</i>  | <i>Luis</i>                                 | Listening | I can understand some of what is said in an   |

|                                   |                               |         |   |
|-----------------------------------|-------------------------------|---------|---|
|                                   |                               |         | interview with a Spanish speaker.                     |
| <i>Lecturas</i>                   | <i>Conductor de Fórmula 1</i> | Reading | I can understand some details about a racecar driver. |
| <i>Lecturas</i>                   | <i>Un actor muy famoso</i>    | Reading | I can understand some details about a famous actor.   |
| Integrated Performance Assessment | Interpretive Reading          | Reading | I can read restaurant ads.                            |

**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>Actividades</i>                | <i>Actividad 8: La familia 8</i>   | Speaking | I can describe myself and the members in my family.                           |
| <i>Actividades</i>                | <i>Actividad 17: Preguntas 2</i>   | Writing  | I can answer some basic questions about myself.                               |
| <i>Actividades</i>                | <i>Actividad 24: Los números 4</i> | Writing  | I can say how old someone or something is.                                    |
| <i>Entrevistas</i>                | <i>¿Y tú?</i>                      | Speaking | I can answer some questions in Spanish about myself and my family.            |
| <i>¡Vamos a charlar!</i>          | Presentational #1                  | Speaking | I can introduce myself and give basic information about myself and my family. |
| <i>Capítulo 4: Examen</i>         | <i>Parte 2: A hablar</i>           | Speaking | Talk about your family  |
| Integrated Performance Assessment | Presentational Writing             | Writing  | I can write about my friend.  |

## 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>Viajamos por España</i>  | <i>Panorama: La plaza de toros</i> | I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Spain to help me explain and understand the perspectives of the target culture. |
| <i>Exploración cultural</i> | <i>Horario laboral de España</i>   | I can understand some similarities and differences between common schedules in different countries.  |

|  |  |   |
|--|--|---|
| <i>Exploración cultural</i>  | <i>Días festivos: La Tomatina en Buñol</i><br><i>Días festivos: Las Fallas en Valencia</i><br><i>Días festivos: Boloencierro en Mataelpino</i> | Learn about various festivals in Spain  |
| <i>Exploración cultural</i>  | <i>La arquitectura: Antoni Gaudí</i><br><i>La arquitectura: Las mezquitas</i>  | Learn about some important Spanish architects   |
| <i>Exploración cultural</i>  | <i>El arte: Francisco Goya</i><br><i>El arte: Salvador Dalí</i><br><i>El arte: Pablo Picasso</i>   | Learn about some important Spanish artists  |
| <b>2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</b>           |  |   |
| <b>Section</b>   | <b>Title</b>   | <b>Can-Do/Description</b>   |
| <i>Exploración cultural</i>  | <i>Días festivos: La Tomatina en Buñol</i><br><i>Días festivos: Las Fallas en Valencia</i><br><i>Días festivos: Boloencierro en Mataelpino</i> | Learn about various festivals in Spain  |
| <i>Exploración cultural</i>  | <i>La arquitectura: Antoni Gaudí</i><br><i>La arquitectura: Las mezquitas</i>  | Learn about some important Spanish architects   |
| <i>Exploración cultural</i>  | <i>El arte: Francisco Goya</i><br><i>El arte: Salvador Dalí</i><br><i>El arte: Pablo Picasso</i>   | Learn about some important Spanish artists  |
| <b>3. Connections</b>  |  |   |
| <b>3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</b> |  |   |
| <b>Section</b>   | <b>Title</b>   | <b>Can-Do/Description</b>   |
| <i>Exploración cultural</i>  | <i>Los arabismos y el origen del español</i>   | Learn about the origins of the Spanish language   |
| <i>Exploración cultural</i>  | <i>Las comunidades autónomas</i>   | Learn about Spain's autonomous communities  |
| <i>Lecturas</i>  | <i>Conductor de Fórmula 1</i>  | I can understand some details about a racecar driver.   |
| <i>Lecturas</i>  | <i>Un actor muy famoso</i>   | I can understand some details about a famous actor.   |
| <b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>                                     |  |   |
| <b>Section</b>   | <b>Title</b>   | <b>Can-Do/Description</b>   |
| <i>Exploración cultural</i>  | <i>Horario laboral de España</i>   | I can understand some similarities and differences between common schedules in different countries. |
| <b>4. Comparisons</b>  |  |   |
| <b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b>                         |  |   |
| <b>Section</b>   | <b>Title</b>   | <b>Can-Do/Description</b>   |
| <i>La familia</i>  |  | Family related vocabulary   |
| <i>Determinantes posesivos</i>   |  | Possessive adjectives   |
| <i>Tener</i>   |  | The verb <i>tener</i>   |
| <i>Preguntas</i>   |  | Question words  |

|   |  |   |
|---|--|---|
| <i>Los números del 30 al 1000</i>   |  | Numbers   |
| <i>Exploración cultural</i>   | <i>Los arabismos y el origen del español</i>   | Learn about the origins of the Spanish language   |
| <b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>           |  |   |
| <b>Section</b>  | <b>Title</b>   | <b>Can-Do/Description</b>   |
| <i>Exploración cultural</i>   | <i>Horario laboral de España</i>   | I can understand some similarities and differences between common schedules in different countries. |
| <i>Exploración cultural</i>   | <i>Días festivos: La Tomatina en Buñol</i><br><i>Días festivos: Las Fallas en Valencia</i><br><i>Días festivos: Boloencierro en Mataelpino</i> | Learn about various festivals in Spain  |
| <i>Exploración cultural</i>   | <i>La arquitectura: Antoni Gaudí</i><br><i>La arquitectura: Las mezquitas</i>  | Learn about some important Spanish architects   |
| <i>Exploración cultural</i>   | <i>El arte: Francisco Goya</i><br><i>El arte: Salvador Dalí</i><br><i>El arte: Pablo Picasso</i>   | Learn about some important Spanish artists  |
| <i>Lecturas</i>   | <i>Conductor de Fórmula 1</i>  | I can understand some details about a racecar driver.   |
| <i>Lecturas</i>   | <i>Un actor muy famoso</i>   | I can understand some details about a famous actor.   |
| <b>5. Communities</b>   |  |   |
| <b>5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</b> |  |   |
| <b>Section</b>  | <b>Title</b>   | <b>Can-Do/Description</b>   |
| Integrated Performance Assessment   | Interpretive Reading   | I can read restaurant ads.  |
| <b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>                                     |  |   |
| <b>Section</b>  | <b>Title</b>   | <b>Can-Do/Description</b>   |
| Can-Do Checklist  |  | Can-Do self-assessment  |

|  |                             |             |   |
|--|-----------------------------|-------------|---|
| <b>Capítulo 5: Honduras</b>  |                             |             |   |
| <b>1. Communication</b>  |                             |             |   |
| <b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b> |                             |             |   |
| <b>Section</b>   | <b>Title</b>                | <b>Mode</b> | <b>Can-Do/Description</b>                                 |
| <i>¡Vamos a charlar!</i>   | <i>Preguntas personales</i> | Speaking    | I can understand and answer questions about clothing.     |
| <i>¡Vamos a charlar!</i>   | Interpersonal #1            | Speaking    | I can ask and answer questions about shopping/size/color. |
| <i>¡Vamos a charlar!</i>   | Interpersonal #2            | Speaking    | I can shop for clothes.                                   |



| Integrated Performance Assessment  | Interpersonal Speaking                    | Speaking  | I can ask and answer questions about shopping/size/color.  |
|--|---|-----------|--|
| <b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>  |   |           |  |
| Section  | Title                                     | Mode      | Can-Do/Description   |
| <i>Actividades</i>   | <i>Actividad 8: La ropa 8</i>             | Reading   | I can understand a gift certificate.   |
| <i>Materiales auténticos</i>   | <i>Moda sin género</i>                    | Listening | I can recognize some words and phrases in a commercial.  |
| <i>Materiales auténticos</i>   | <i>Video promocional de marca Chilena</i> | Listening | I can recognize some words and phrases in a commercial.  |
| <i>Materiales auténticos</i>   | <i>Los jóvenes</i>                        | Reading   | I can understand words and phrases in an infographic.  |
| <i>Materiales auténticos</i>   | <i>Tres tipos de comprador</i>            | Reading   | I can understand some words and phrases in an infographic.   |
| <i>Materiales auténticos</i>   | <i>Medios de pago</i>                     | Reading   | I can understand some words and phrases in an infographic.   |
| <i>Materiales auténticos</i>   | <i>Curso de dependiente de comercio</i>   | Listening | I can understand a commercial in Spanish.  |
| <i>Entrevistas</i>   | <i>Mariel</i>                             | Listening | I can understand some of what a Spanish speaker says about their clothing.   |
| <i>Entrevistas</i>   | <i>Luis</i>                               | Listening | I can understand some of what a Spanish speaker says about their clothing.   |
| <i>Lecturas</i>  | <i>La república bananera</i>              | Reading   | I can understand some information about banana republics.  |
| Integrated Performance Assessment  | Interpretive Listening                    | Listening | I can use words, phrases and simple sentences to identify and describe cultural products and practices in Honduras to help me explain and understand the perspectives of the target culture. |
| <b>1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</b> |   |           |  |
| Section  | Title                                     | Mode      | Can-Do/Description   |

|                                   |                                      |          |  |
|-----------------------------------|--------------------------------------|----------|--|
| <i>Actividades</i>                | <i>Actividad 1: La ropa 1</i>        | Writing  | I can create a list of clothing I would wear for different activities. |
| <i>Actividades</i>                | <i>Actividad 4: La ropa 4</i>        | Writing  | I can describe what someone is wearing.                                |
| <i>Actividades</i>                | <i>Actividad 9: La ropa 9</i>        | Speaking | I can talk about clothes.  |
| <i>Actividades</i>                | <i>Actividad 12: En una tienda 3</i> | Speaking | I can have a conversation in a store.                                  |
| <i>Entrevistas</i>                | <i>¿Y tú?</i>                        | Speaking | I can answer some simple questions about clothing.                     |
| <i>¡Vamos a charlar!</i>          | Presentational #1                    | Speaking | I can describe what someone is wearing.                                |
| <i>Capítulo 5: Examen</i>         | <i>Parte 2: A escribir</i>           | Writing  | Write about an outfit  |
| Integrated Performance Assessment | Presentational Writing               | Writing  | I can create a list of clothing I would wear for different activities. |

## 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>Viajamos por Honduras</i> | <i>Panorama: El Cristo del Picacho</i> | I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Honduras to help me explain and understand the perspectives of the target culture. |
| <i>Exploración cultural</i>  | <i>Las alfombras de aserrín</i>        | I can compare my own cultural celebrations with a Spanish cultural celebration.   |

**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>Exploración cultural</i> | <i>Los Garifuna: Hudutu (comida)</i> | I can understand some information about typical foods of the Garifuna people. |
| <i>Exploración cultural</i> | <i>Receta: Agua de horchata</i>      | I can understand a recipe for a popular drink.                                |
| <i>Exploración cultural</i> | <i>Trajes típicos</i>                | Learn about typical Honduran clothes  |
| <i>Exploración cultural</i> | <i>Artesanías</i>                    | Learn about Honduran handicrafts  |

## 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>Exploración cultural</i> | <i>Los Garífuna: Hudutu (comida)</i> | I can understand some information about typical foods of the Garífuna people.   |
| <i>Exploración cultural</i> | <i>Las alfombras de aserrín</i>      | I can compare my own cultural celebrations with a Spanish cultural celebration. |
| <i>Lecturas</i>             | <i>La república bananera</i>         | I can understand some information about banana republics.                       |

### 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>Exploración cultural</i> | <i>Los Garífuna: Hudutu (comida)</i> | I can understand some information about typical foods of the Garífuna people.   |
| <i>Exploración cultural</i> | <i>Las alfombras de aserrín</i>      | I can compare my own cultural celebrations with a Spanish cultural celebration. |
| <i>Exploración cultural</i> | <i>Trajes típicos</i>                | Learn about typical Honduran clothes  |

## 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>La ropa y los accesorios</i>           |       | Clothing and accessories |
| <i>En una tienda</i>                      |       | Store vocabulary         |
| <i>Los adjetivos demostrativos</i>        |       | Demonstrative adjectives |
| <i>Verbos regulares terminados en -ar</i> |       | Regular -ar verbs        |
| <i>Ir</i>                                 |       | The verb <i>ir</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>Viajamos por Honduras</i> | <i>Panorama: El Cristo del Picacho</i> | I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Honduras to help me explain and understand the perspectives of the target culture. |
| <i>Exploración cultural</i>  | <i>Los Garífuna –Hudutu (comida)</i>   | I can understand some information about typical foods of the Garífuna people.   |
| <i>Exploración cultural</i>  | <i>Receta: Agua de horchata</i>        | I can understand a recipe for a popular drink.  |

|   |                                 |   |
|---|---------------------------------|---|
| <i>Exploración cultural</i>   | <i>Las alfombras de aserrín</i> | I can compare my own cultural celebrations with a Spanish cultural celebration. |
| <i>Exploración cultural</i>   | <i>Trajes típicos</i>           | Learn about typical Honduran clothes  |
| <i>Exploración cultural</i>   | <i>Artesanías</i>               | Learn about Honduran handicrafts  |
| <b>5. Communities</b>   |                                 |   |
| <b>5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</b> |                                 |   |
| <b>Section</b>  | <b>Title</b>                    | <b>Can-Do/Description</b>   |
| <i>En una tienda</i>  | <i>En la comunidad</i>          | Design a Spanish t-shirt  |
| <b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>                                     |                                 |   |
| <b>Section</b>  | <b>Title</b>                    | <b>Can-Do/Description</b>   |
| Can-Do Checklist  |                                 | Can-Do self-assessment  |

|  |                             |             |  |
|--|-----------------------------|-------------|--|
| <b>Capítulo 6: Nicaragua</b>   |                             |             |  |
| <b>1. Communication</b>  |                             |             |  |
| <b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b> |                             |             |  |
| <b>Section</b>   | <b>Title</b>                | <b>Mode</b> | <b>Can-Do/Description</b>  |
| <i>Entrevistas</i>   | <i>¿Y tú?</i>               | Speaking    | I can answer some questions about the climate where I am from.   |
| <i>¡Vamos a charlar!</i>   | <i>Preguntas personales</i> | Speaking    | I can communicate basic information about the date and the weather.  |
| <i>¡Vamos a charlar!</i>   | Interpersonal #1            | Speaking    | I can ask about and identify important information about the weather.  |
| <i>¡Vamos a charlar!</i>   | Interpersonal #2            | Speaking    | I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets. |
| Integrated Performance Assessment  | Interpersonal Writing       | Writing     | I can text about the weather.  |
| <b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>  |                             |             |  |
| <b>Section</b>   | <b>Title</b>                | <b>Mode</b> | <b>Can-Do/Description</b>  |

|                               |   |                 |   |
|-------------------------------|---|-----------------|---|
| <i>Actividades</i>            | <i>Actividad 2: El calendario 2</i>                           | Reading/Writing | Complete each sentence about dates  |
| <i>Actividades</i>            | <i>Actividad 9: El clima 4</i>                                | Reading         | I can read some basic information about the weather and determine the appropriate season. |
| <i>Actividades</i>            | <i>Actividad 18: Verbos regulares terminados en -er/-ir 4</i> | Listening       | Determine if the conversation is logical  |
| <i>Materiales auténticos</i>  | <i>¿Qué tiempo hace?</i>                                      | Reading         | I can read a weather forecast.  |
| <i>Materiales auténticos</i>  | <i>Un evento</i>  | Listening       | I can understand some words about when an event is taking place.                          |
| <i>Materiales auténticos</i>  | <i>Los meses en los nudillos</i>                              | Reading         | I can understand some information about the length of months.                             |
| <i>Materiales auténticos</i>  | <i>Las estaciones</i>   | Reading         | I can understand an infographic about seasons around the globe.                           |
| <i>Materiales auténticos</i>  | <i>El clima de Nicaragua</i>                                  | Reading         | I can understand some charts about the weather in Nicaragua.                              |
| <i>Materiales auténticos</i>  | <i>Ola de calor en Centroamérica</i>                          | Reading         | I can understand an infographic about the weather in Central America.                     |
| <i>Viajamos por Nicaragua</i> | <i>Cerro Negro</i>  | Listening       | Watch a video and answer questions about a volcano in Nicaragua                           |
| <i>Viajamos por Nicaragua</i> | <i>La Isla Ometepe</i>  | Listening       | Watch a video and answer questions about Ometepe Island                                   |
| <i>Exploración cultural</i>   | <i>Productos más exportados de Nicaragua</i>                  | Reading         | I can understand some information on an infographic.                                      |
| <i>Exploración cultural</i>   | <i>El canal de Nicaragua</i>                                  | Reading         | I can understand some of an infographic in Spanish.                                       |
| <i>Entrevistas</i>            | <i>Mariel</i>   | Listening       | I can understand some of what a Spanish speaker says about their climate.                 |
| <i>Entrevistas</i>            | <i>Luis</i>   | Listening       | I can understand some of what a Spanish speaker says about their climate.                 |
| <i>Lecturas</i>               | <i>La vida de Rubén Darío</i>                                 | Reading         | Learn about a Nicaraguan author   |

| <i>Lecturas</i>  | <i>Cruzada Nacional de Alfabetización</i>  | Reading  | Learn about a National Literacy Crusade in Nicaragua            |
|--|--|--|---|
| Integrated Performance Assessment  | Interpretive Reading   | Reading  | I can read a weather report.                                    |
| <b>1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</b> |  |  |   |
| Section  | Title  | Mode   | Can-Do/Description  |
| <i>Actividades</i>   | <i>Actividad 5: El calendario 5</i>  | Writing  | I can write the date.   |
| <i>Actividades</i>   | <i>Actividad 6: El clima 1</i>   | Writing  | I can communicate basic information about weather and seasons.  |
| <i>Actividades</i>   | <i>Actividad 8: El clima 3</i>   | Speaking   | I can communicate basic information about the date and weather. |
| <i>Actividades</i>   | <i>Actividad 10: El clima 5</i>  | Writing  | I can briefly describe the weather in a given area.             |
| <i>Actividades</i>   | <i>Actividad 11: El clima 6</i>  | Writing/Speaking   | I can communicate basic information about the date and weather. |
| <i>¡Vamos a charlar!</i>   | Presentational #1  | Speaking   | I can talk about what I do during the week and weekend.         |
| <i>Capítulo 6: Examen</i>  | <i>Parte 2: A escribir</i>   | Writing  | Write a paragraph about the weather in your city.               |
| Integrated Performance Assessment  | Presentational Speaking  | Speaking   | I can talk about the weather and climate in Nicaragua.          |
| <b>2. Culture</b>  |  |  |   |
| <b>2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</b>   |  |  |   |
| Section  | Title  | Can-Do/Description   |   |
| <i>Viajamos por Nicaragua</i>  | <i>Panorama: El parque central de Rivas</i>  | I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Nicaragua to help me explain and understand the perspectives of the target culture. |   |
| <i>Exploración cultural</i>  | <i>Días festivos: Festival Internacional de Poesía</i><br><i>Días festivos: Carnaval Acuático de Río San Juan</i><br><i>Días festivos: La gritería</i> | I can compare my own cultural celebrations with a Spanish cultural celebration.  |   |
| <b>2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</b>   |  |  |   |

| Section                     | Title  | Can-Do/Description   |
|-----------------------------|--|--|
| <i>Exploración cultural</i> | <i>Una canción</i>                           | I can compare music and singers from my own culture with that of other cultures. |
| <i>Exploración cultural</i> | <i>Productos más exportados de Nicaragua</i> | I can understand some information on an infographic.                             |
| <i>Exploración cultural</i> | <i>El canal de Nicaragua</i>                 | I can understand some of an infographic in Spanish.                              |

### 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>Materiales auténticos</i>  | <i>Las estaciones</i>                     | I can understand an infographic about seasons around the globe.       |
| <i>Materiales auténticos</i>  | <i>El clima de Nicaragua</i>              | I can understand some charts about the weather in Nicaragua.          |
| <i>Materiales auténticos</i>  | <i>Ola de calor en Centroamérica</i>      | I can understand an infographic about the weather in Central America. |
| <i>Viajamos por Nicaragua</i> | <i>Cerro Negro</i>                        | Watch a video and answer questions about a volcano in Nicaragua       |
| <i>Viajamos por Nicaragua</i> | <i>La Isla Ometepe</i>                    | Watch a video and answer questions about Ometepe Island               |
| <i>Exploración cultural</i>   | <i>El canal de Nicaragua</i>              | I can understand some of an infographic in Spanish.                   |
| <i>Lecturas</i>               | <i>La vida de Rubén Darío</i>             | Learn about a Nicaraguan author                                       |
| <i>Lecturas</i>               | <i>Cruzada Nacional de Alfabetización</i> | Learn about a National Literacy Crusade in Nicaragua                  |

**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>Exploración cultural</i> | <i>Días festivos: Festival Internacional de Poesía</i><br><i>Días festivos: Carnaval Acuático de Río San Juan</i><br><i>Días festivos: La gritería</i> | I can compare my own cultural celebrations with a Spanish cultural celebration. |

### 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>El calendario</i>                          |       | Dates in Spanish        |
| <i>El clima</i>                               |       | Weather vocabulary      |
| <i>La hora</i>                                |       | Telling time in Spanish |
| <i>Verbos regulares terminados en -er/-ir</i> |       | Present tense 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>Lecturas</i>  | <i>La vida de Rubén Darío</i>  | Learn about a Nicaraguan author  |
| <i>Lecturas</i>  | <i>Cruzada Nacional de Alfabetización</i>  | Learn about a National Literacy Crusade in Nicaragua   |
| <i>Viajamos por Nicaragua</i>  | <i>Cerro Negro</i>   | Watch a video and answer questions about a volcano in Nicaragua  |
| <i>Viajamos por Nicaragua</i>  | <i>La Isla Ometepe</i>   | Watch a video and answer questions about Ometepe Island  |
| <i>Viajamos por Nicaragua</i>  | <i>Panorama: El parque central de Rivas</i>  | I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Nicaragua to help me explain and understand the perspectives of the target culture. |
| <i>Exploración cultural</i>  | <i>Días festivos: Festival Internacional de Poesía</i><br><i>Días festivos: Carnaval Acuático de Río San Juan</i><br><i>Días festivos: La gritería</i> | I can compare my own cultural celebrations with a Spanish cultural celebration.  |
| <i>Exploración cultural</i>  | <i>Una canción</i>   | I can compare music and singers from my own culture with that of other cultures.   |
| <i>Exploración cultural</i>  | <i>El canal de Nicaragua</i>   | I can understand some of an infographic in Spanish.  |
| 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>Exploración cultural</i>  | <i>Días festivos: Festival Internacional de Poesía</i><br><i>Días festivos: Carnaval Acuático de Río San Juan</i><br><i>Días festivos: La gritería</i> | I can compare my own cultural celebrations with a Spanish cultural celebration.  |
| 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 Checklist   |  | Can-Do self-assessment   |

| <b>Capítulo 7: Costa Rica</b>  |
|--|
| <b>1. Communication</b>  |
| <b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b> |



| Section   | Title                                    | Mode      | Can-Do/Description  |
|---|--|-----------|---|
| <i>Actividades</i>  | <i>Actividad 8: Comidas y bebidas 8</i>  | Speaking  | I can answer questions about my food preferences.                                     |
| <i>Actividades</i>  | <i>Actividad 14: Gustar y encantar 6</i> | Speaking  | I can answer questions about the foods I like.  |
| <i>Actividades</i>  | <i>Actividad 16: En el restaurante 2</i> | Speaking  | I can interact with a server at a restaurant.   |
| <i>Actividades</i>  | <i>Actividad 20: Preferir y querer 2</i> | Writing   | I can answer either/or questions about food preferences for my family and myself.     |
| <i>Entrevistas</i>  | <i>¿Y tú?</i>                            | Speaking  | I can answer some questions in Spanish about the foods that I like.                   |
| <i>¡Vamos a charlar!</i>  | <i>Preguntas personales #1</i>           | Speaking  | I can communicate basic information about my favorite foods and restaurants.          |
| <i>¡Vamos a charlar!</i>  | <i>Preguntas personales #2</i>           | Speaking  | I can interact with a server at a restaurant.   |
| <i>¡Vamos a charlar!</i>  | Interpersonal #1                         | Speaking  | I can ask and answer questions about what foods I like and dislike.                   |
| <i>¡Vamos a charlar!</i>  | Interpersonal #2                         | Speaking  | I can ask and talk about what my family likes to eat.                                 |
| <i>¡Vamos a charlar!</i>  | Interpersonal #3                         | Speaking  | I can order a meal.   |
| Integrated Performance Assessment   | Interpersonal Speaking                   | Speaking  | I can order a meal.   |
| <b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b> |  |           |   |
| Section   | Title                                    | Mode      | Can-Do/Description  |
| <i>Actividades</i>  | <i>Actividad 6: Comidas y bebidas 6</i>  | Reading   | I can understand some information in a restaurant ad.                                 |
| <i>Actividades</i>  | <i>Actividad 18: En el restaurante 4</i> | Listening | I can understand a simple question or statement about food and respond appropriately. |
| <i>Materiales auténticos</i>  | <i>Anuncio de Wendy's®</i>               | Listening | I can recognize ingredients I hear in a commercial.                                   |

|                                   |                                      |           |   |
|-----------------------------------|--------------------------------------|-----------|---|
| <i>Materiales auténticos</i>      | <i>Anuncio de McDonald's®</i>        | Listening | I can recognize ingredients I hear in a commercial.   |
| <i>Materiales auténticos</i>      | <i>Menú de desayuno</i>              | Reading   | I can identify some menu items.   |
| <i>Materiales auténticos</i>      | <i>Mi supermercado</i>               | Reading   | I can check off words and phrases on a grocery list, and I can identify labels/aisles in a supermarket. |
| <i>Materiales auténticos</i>      | <i>Anuncio del restaurante</i>       | Reading   | I can understand very basic information from a restaurant ad.   |
| <i>Materiales auténticos</i>      | <i>Menú mensual: Almuerzo</i>        | Reading   | I can understand basic information on a restaurant menu.  |
| <i>Materiales auténticos</i>      | <i>A elegir MiPlato</i>              | Reading   | I can understand some information on an infographic about healthy eating.                               |
| <i>Entrevistas</i>                | <i>Mariel</i>                        | Listening | I can understand some of what a native speaker says about food.   |
| <i>Entrevistas</i>                | <i>Luis</i>                          | Listening | I can understand some of what a native speaker says about food.   |
| <i>Exploración cultural</i>       | <i>La comida: Receta: Chorreadas</i> | Listening | I can understand a recipe video about <i>chorreadas</i> .   |
| <i>Lecturas</i>                   | <i>Un astronauta</i>                 | Reading   | Learn about a Costa Rican astronaut   |
| <i>Lecturas</i>                   | <i>Una cantautora</i>                | Reading   | Learn about a Costa Rican celebrity   |
| Integrated Performance Assessment | Interpretive Reading                 | Reading   | I can identify some menu items.   |

**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>Actividades</i> | <i>Actividad 3: Comidas y bebidas 3</i>  | Writing | I can write a shopping list.  |
| <i>Actividades</i> | <i>Actividad 5: Comidas y bebidas 5</i>  | Writing | I can investigate what I and other people around the world eat for breakfast. |
| <i>Actividades</i> | <i>Actividad 13: Gustar y encantar 5</i> | Writing | I can discuss the foods that I do and do not like.                            |

|                                   |  |          |   |
|-----------------------------------|--|----------|---|
|                                   |  |          | along with how much I do and do not like them.  |
| <i>Actividades</i>                | <i>Actividad 20: Preferir y querer 2</i> | Writing  | I can answer either/or questions about food preferences for my family and myself.   |
| <i>¡Vamos a charlar!</i>          | Presentation #1                          | Speaking | I can describe a simple routine, like what I eat for breakfast, lunch, and dinner.  |
| Integrated Performance Assessment | Presentation Writing                     | Writing  | I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Costa Rica to help me explain and understand the perspectives of the target culture.<br>I can describe the weather, climate, and food in Costa Rica. |

## 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  |
|-----------------------------------|--|---|
| Integrated Performance Assessment | Presentation Writing                       | I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Costa Rica to help me explain and understand the perspectives of the target culture. |
| <i>Exploración cultural</i>       | <i>Economía circular en Costa Rica</i>     | I can read about the circular economy of Costa Rica.  |
| <i>Exploración cultural</i>       | <i>Desarrollo sostenible en Costa Rica</i> | I can read about the goals of sustainable development in Costa Rica.  |

**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>Exploración cultural</i> | <i>La comida: Receta: Chorreadas</i> | I can understand a recipe video about <i>chorreadas</i> . |

## 3. Connections

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

| Section                        | Title                                      | Can-Do/Description   |
|--------------------------------|--|--|
| <i>Lecturas</i>                | <i>Un astronauta</i>                       | Learn about a Costa Rican astronaut                                  |
| <i>Lecturas</i>                | <i>Una cantautora</i>                      | Learn about a Costa Rican celebrity                                  |
| <i>Viajamos por Costa Rica</i> | Sloth Sanctuary                            | Answer questions about a sloth sanctuary in Costa Rica               |
| <i>Exploración cultural</i>    | <i>Economía circular en Costa Rica</i>     | I can read about the circular economy of Costa Rica.                 |
| <i>Exploración cultural</i>    | <i>Desarrollo sostenible en Costa Rica</i> | I can read about the goals of sustainable development in Costa Rica. |

**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>Viajamos por Costa Rica</i> | Sloth Sanctuary | Answer questions about a sloth sanctuary in Costa Rica |

**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>Comidas y bebidas</i>               |       | Food vocabulary  |
| <i>Gustar y encantar</i>               |       | Discussing likes and dislikes                            |
| <i>Pronombres del objeto indirecto</i> |       | Indirect object pronouns                                 |
| <i>En el restaurante</i>               |       | Restaurant related vocabulary                            |
| <i>Preferir y querer</i>               |       | The present tense of the verbs “to prefer” and “to want” |
| <i>Exploración cultural: Ticos</i>     |       | Costa Rican slang  |

**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>Exploración cultural</i>    | <i>La comida: Receta: Chorreadas</i>   | I can understand a recipe video about chorreadas.   |
| <i>Viajamos por Costa Rica</i> | <i>Panorama: El volcán Irazú</i>       | I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Costa Rica to help me explain and understand the perspectives of the target culture. |
| <i>Viajamos por Costa Rica</i> | Sloth Sanctuary                        | Answer questions about a sloth sanctuary in Costa Rica  |
| <i>Exploración cultural</i>    | <i>Economía circular en Costa Rica</i> | I can read about the circular economy of Costa Rica.  |

|   |  |  |
|---|--|--|
| <i>Exploración cultural</i>   | <i>Desarrollo sostenible en Costa Rica</i> | I can read about the goals of sustainable development in Costa Rica. |
| <i>Lecturas</i>   | <i>Un astronauta</i>                       | Learn about a Costa Rican astronaut                                  |
| <i>Lecturas</i>   | <i>Una cantautora</i>                      | Learn about a Costa Rican celebrity                                  |
| <b>5. Communities</b>   |  |  |
| <b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b> |  |  |
| <b>Section</b>  | <b>Title</b>                               | <b>Can-Do/Description</b>  |
| Can-Do Checklist  |  | Can-Do self-assessment   |

|  |  |             |   |
|--|--|-------------|---|
| <b>Capítulo 8: Panamá</b>  |  |             |   |
| <b>1. Communication</b>  |  |             |   |
| <b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b> |  |             |   |
| <b>Section</b>   | <b>Title</b>                                       | <b>Mode</b> | <b>Can-Do/Description</b>                                     |
| <i>Actividades</i>   | <i>Actividad 6: La geografía y la naturaleza 6</i> | Speaking    | I can answer simple questions about my preferences.           |
| <i>Actividades</i>   | <i>Actividad 16: Los comparativos 5</i>            | Speaking    | I can answer simple comparative questions.                    |
| <i>Entrevistas</i>   | <i>¿Y tú?</i>                                      | Speaking    | I can answer simple questions about my vacation preferences.  |
| <i>¡Vamos a charlar!</i>   | <i>Preguntas personales</i>                        | Speaking    | I can answer simple questions about my vacation preferences.  |
| <i>¡Vamos a charlar!</i>   | Interpersonal #1                                   | Speaking    | I can ask and answer questions about my vacation preferences. |
| <i>¡Vamos a charlar!</i>   | Interpersonal #2                                   | Speaking    | I can talk about teenagers' preferred pastimes.               |
| Integrated Performance Assessment  | Interpersonal Speaking                             | Speaking    | I can ask and answer questions to plan a trip.                |
| <b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>  |  |             |   |
| <b>Section</b>   | <b>Title</b>                                       | <b>Mode</b> | <b>Can-Do/Description</b>                                     |
| <i>Actividades</i>   | <i>Actividad 2: La geografía y la naturaleza 2</i> | Reading     | I can understand short statements about geographical places.  |

|  |   |             |  |
|--|---|-------------|--|
| <i>Actividades</i>   | <i>Actividad 3: La geografía y la naturaleza 3</i>    | Reading     | I can understand short statements about geographical places.             |
| <i>Actividades</i>   | <i>Actividad 5: La geografía y la naturaleza 5</i>    | Listening   | I can understand short statements about geographical places.             |
| <i>Materiales auténticos</i>   | <i>Los parques y áreas protegidas</i>                 | Reading     | I can understand an infographic about a country's land.                  |
| <i>Materiales auténticos</i>   | <i>Las ciudades líderes en turismo</i>                | Reading     | I can understand some information in an infographic about Latin America. |
| <i>Materiales auténticos</i>   | <i>Tipos de viajeros</i>                              | Reading     | I can understand some information on an infographic.                     |
| <i>Materiales auténticos</i>   | <i>Sitios turísticos de Panamá</i>                    | Reading     | I can understand some information on an infographic.                     |
| <i>Materiales auténticos</i>   | <i>Los 10 ríos más largos del mundo</i>               | Listening   | I can understand a video about rivers around the world.                  |
| <i>Materiales auténticos</i>   | <i>Las cataratas más impresionantes de Sudamérica</i> | Reading     | I can understand some information in an article about waterfalls.        |
| <i>Materiales auténticos</i>   | <i>Biomás del mundo</i>                               | Reading     | I can understand some information on a poster.                           |
| <i>Materiales auténticos</i>   | <i>Turismo de salud de Panamá</i>                     | Reading     | I can read a brochure.   |
| <i>Entrevistas</i>   | <i>Mariel</i>   | Listening   | I can understand some of what a native speaker says in an interview.     |
| <i>Entrevistas</i>   | <i>Luis</i>   | Listening   | I can understand some of what a native speaker says in an interview.     |
| <i>Lecturas</i>  | <i>Un cacique indígena</i>                            | Reading     | Learn about a Panamanian chief   |
| <i>Lecturas</i>  | <i>Jugador de béisbol</i>                             | Reading     | Learn about a famous Panamanian baseball player                          |
| Integrated Performance Assessment  | Interpretive Reading                                  | Reading     | I can understand some words or phrases from an infographic.              |
| <b>1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</b> |   |             |  |
| <b>Section</b>   | <b>Title</b>  | <b>Mode</b> | <b>Can-Do/Description</b>  |

|                                   |   |          |  |
|-----------------------------------|---|----------|--|
| <i>Actividades</i>                | <i>Actividad 12: Los comparativos I</i> | Writing  | I can make simple comparisons.                               |
| <i>¡Vamos a charlar!</i>          | Presentational #1                       | Writing  | I can talk about what I do and don't like to do on vacation. |
| <i>Capítulo 8: Examen</i>         | <i>Parte 2: A escribir</i>              | Writing  | Write about a vacation                                       |
| Integrated Performance Assessment | Presentational Speaking                 | Speaking | I can compare the lifestyles of two different people.        |

## 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>Viajamos por Panamá</i> | <i>Panorama: Bocas del Toro</i> | I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Panama to help me explain and understand the perspectives of the target culture. |

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

| Section                     | Title                    | Can-Do/Description              |
|-----------------------------|--------------------------|---------------------------------|
| <i>Exploración cultural</i> | <i>La dieta panameña</i> | Learn about Panamanian foods    |
| <i>Exploración cultural</i> | <i>La mola</i>           | Learn about Panamanian clothing |
| <i>Exploración cultural</i> | The Panama Hat           | Learn about the Panama hat      |

## 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>Materiales auténticos</i> | <i>Los parques y áreas protegidas</i>   | I can understand an infographic about a country's land.                  |
| <i>Materiales auténticos</i> | <i>Las ciudades líderes en turismo</i>  | I can understand some information in an infographic about Latin America. |
| <i>Materiales auténticos</i> | <i>Los 10 ríos más largos del mundo</i> | I can understand a video about rivers around the world.                  |
| <i>Materiales auténticos</i> | <i>Biomás del mundo</i>                 | I can understand some information on a poster.                           |
| <i>Viajamos por Panamá</i>   | <i>El canal de Panamá</i>               | Learn about the Panama Canal   |
| <i>Exploración cultural</i>  | <i>La deforestación de Panamá</i>       | I can understand a short video about the effects of deforestation.       |

**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>Exploración cultural</i>   | <i>La mola</i>                  | Learn about Panamanian clothing   |
| <i>Exploración cultural</i>   | <i>La dieta panameña</i>        | Learn about Panamanian foods  |
| <b>4. Comparisons</b>   |                                 |   |
| <b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b>          |                                 |   |
| <b>Section</b>  | <b>Title</b>                    | <b>Can-Do/Description</b>   |
| <i>La geografía y la naturaleza</i>   |                                 | Geography and nature related vocabulary   |
| <i>Las comparaciones de desigualdad</i>   |                                 | Expressions of inequality   |
| <i>Los comparativos</i>   |                                 | Making comparisons  |
| <i>Los superlativos</i>   |                                 | Superlatives  |
| <b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>           |                                 |   |
| <b>Section</b>  | <b>Title</b>                    | <b>Can-Do/Description</b>   |
| <i>Viajamos por Panamá</i>  | <i>Las islas San Blas</i>       | Learn about islands in Panama   |
| <i>Viajamos por Panamá</i>  | <i>Panorama: Bocas del Toro</i> | I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Panama to help me explain and understand the perspectives of the target culture. |
| <i>Exploración cultural</i>   | <i>La dieta panameña</i>        | Learn about Panamanian foods  |
| <i>Exploración cultural</i>   | <i>La mola</i>                  | Learn about Panamanian clothing   |
| <i>Exploración cultural</i>   | The Panama Hat                  | Learn about the Panama hat  |
| <i>Lecturas</i>   | <i>Jugador de béisbol</i>       | Learn about a famous Panamanian baseball player   |
| <b>5. Communities</b>   |                                 |   |
| <b>5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</b> |                                 |   |
| <b>Section</b>  | <b>Title</b>                    | <b>Can-Do/Description</b>   |
| <i>Los comparativos</i>   | <i>En la comunidad</i>          | Visit a local grocery store   |
| <b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>                                     |                                 |   |
| <b>Section</b>  | <b>Title</b>                    | <b>Can-Do/Description</b>   |
| Can-Do Checklist  |                                 | Can-Do self-assessment  |

|  |  |             |  |
|--|--|-------------|--|
| <b>Capítulo 9: Colombia</b>  |  |             |  |
| <b>1. Communication</b>  |  |             |  |
| <b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b> |  |             |  |
| <b>Section</b>   | <b>Title</b>                                 | <b>Mode</b> | <b>Can-Do/Description</b>                      |
| <i>Actividades</i>   | <i>Actividad 8: Deportes y pasatiempos 8</i> | Speaking    | I can discuss what I do and do not like to do. |



|                                   |                             |          |  |
|-----------------------------------|-----------------------------|----------|--|
| <i>¡Vamos a charlar!</i>          | <i>Preguntas personales</i> | Speaking | I can communicate basic information about my free time.                  |
| <i>¡Vamos a charlar!</i>          | Interpersonal #1            | Speaking | I can ask and answer questions about what activities I like and dislike. |
| <i>¡Vamos a charlar!</i>          | Interpersonal #2            | Speaking | I can say what activities my family likes to do.                         |
| <i>¡Vamos a charlar!</i>          | Interpersonal #3            | Speaking | I can say what my grandparent never does in their spare time.            |
| Integrated Performance Assessment | Interpersonal Speaking      | Speaking | I can ask and answer questions about what activities I like and dislike. |

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

| <b>Section</b>               | <b>Title</b>  | <b>Mode</b> | <b>Can-Do/Description</b>  |
|------------------------------|---|-------------|--|
| <i>Actividades</i>           | <i>Actividad 2: Deportes y pasatiempos 2</i>                            | Reading     | I can understand short descriptions of activities.                         |
| <i>Materiales auténticos</i> | <i>50 cosas para personas creativas</i>                                 | Reading     | I can recognize words and phrases in an infographic.                       |
| <i>Materiales auténticos</i> | <i>Tiempo libre</i>   | Reading     | I can understand familiar words, phrases, and sentences in an infographic. |
| <i>Materiales auténticos</i> | <i>50 formas de relajarse</i>   | Reading     | I can recognize words and phrases in an infographic.                       |
| <i>Materiales auténticos</i> | <i>Burger campeón</i>   | Listening   | I can recognize familiar words and phrases in a commercial.                |
| <i>Materiales auténticos</i> | <i>Feliz Navidad, hermana</i>   | Listening   | I can understand simple information from a commercial.                     |
| <i>Materiales auténticos</i> | <i>Los 10 mejores destinos en Colombia para hacer deportes extremos</i> | Listening   | I can understand a video about extreme sports.                             |
| <i>Exploración cultural</i>  | <i>Bicicloween</i>  | Listening   | I can compare my own cultural traditions with those of another culture.    |
| <i>Entrevistas</i>           | <i>Mariel</i>   | Listening   | I can understand some of what a native speaker says in an interview.       |

|                                   |                               |           |  |
|-----------------------------------|-------------------------------|-----------|--|
| <i>Entrevistas</i>                | <i>Luis</i>                   | Listening | I can understand some of what a native speaker says in an interview. |
| <i>Lecturas</i>                   | <i>Gabriel García Márquez</i> | Reading   | Learn about an important Colombian author                            |
| <i>Lecturas</i>                   | <i>Fernando Botero</i>        | Reading   | Learn about an important Colombian artist                            |
| Integrated Performance Assessment | Interpretive Listening        | Listening | I can understand a video about health.                               |

**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>Actividades</i>                | <i>Actividad 6: Deportes y pasatiempos 6</i>                    | Speaking | I can introduce myself and say what activities I enjoy.                 |
| <i>Actividades</i>                | <i>Actividad 16: Los negativos y las palabras indefinidas 2</i> | Writing  | I can say what pastimes and activities I do a lot, a little, and never. |
| <i>Actividades</i>                | <i>Actividad 17: Los negativos y las palabras indefinidas 3</i> | Writing  | I can write a list of activities that I always do and that I never do.  |
| <i>Entrevistas</i>                | <i>¿Y tú?</i>   | Speaking | I can answer simple questions about my hobbies.                         |
| <i>¡Vamos a charlar!</i>          | Presentational #1   | Speaking | I can discuss what I like to do in my free time.                        |
| <i>Capítulo 9: Examen</i>         | <i>Parte 2: A escribir</i>                                      | Writing  | Write about what you like to do in your free time                       |
| Integrated Performance Assessment | Presentational Writing  | Writing  | I can write a review of an adventure.                                   |

## 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>Materiales auténticos</i> | <i>Los 10 mejores destinos en Colombia para hacer deportes extremos</i> | I can understand a video about extreme sports.  |
| <i>Viajamos por Colombia</i> | <i>Panorama: Villa de Leyva</i>   | I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Colombia to help me explain and understand the perspectives of the target culture. |

|  |   |   |
|--|---|---|
| <i>Exploración cultural</i>  | <i>Bicicloween</i>  | I can compare my own cultural traditions with those of another culture.   |
| <i>Exploración cultural</i>  | <i>El transporte público de Medellín</i>                                | Learn about public transportation in Medellín   |
| <b>2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</b>           |   |   |
| <b>Section</b>   | <b>Title</b>  | <b>Can-Do/Description</b>   |
| <i>Exploración cultural</i>  | <i>Artesanías</i>   | Learn about Colombian art   |
| <i>Exploración cultural</i>  | <i>Tejo: El deporte nacional de Colombia</i>                            | Learn about <i>tejo</i>   |
| <i>Exploración cultural</i>  | <i>Los músicos famosos de Colombia</i>                                  | Learn about important Colombian musicians   |
| <b>3. Connections</b>  |   |   |
| <b>3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</b> |   |   |
| <b>Section</b>   | <b>Title</b>  | <b>Can-Do/Description</b>   |
| <i>Viajamos por Colombia</i>   | <i>Lo mejor de Colombia</i>   | Watch a video about Colombia  |
| <i>Viajamos por Colombia</i>   | <i>La ciudad de Medellín</i>  | Watch a video about an important city in Colombia   |
| <i>Viajamos por Colombia</i>   | <i>Panorama: Villa de Leyva</i>   | I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Colombia to help me explain and understand the perspectives of the target culture. |
| <i>Exploración cultural</i>  | <i>Desastres naturales en Colombia</i>                                  | Learn about natural disasters in Colombia   |
| <i>Exploración cultural</i>  | <i>Migrantes venezolanos cruzan el río Táchira hacia Colombia</i>       | Learn about immigration   |
| <i>Lecturas</i>  | <i>Gabriel García Márquez</i>   | Learn about an important Colombian author   |
| <i>Lecturas</i>  | <i>Fernando Botero</i>  | Learn about an important Colombian artist   |
| <b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>                                     |   |   |
| <b>Section</b>   | <b>Title</b>  | <b>Can-Do/Description</b>   |
| <i>Materiales auténticos</i>   | <i>Los 10 mejores destinos en Colombia para hacer deportes extremos</i> | I can understand a video about extreme sports.  |
| <i>Exploración cultural</i>  | <i>Bicicloween</i>  | I can compare my own cultural traditions with those of another culture.   |
| <i>Exploración cultural</i>  | <i>Migrantes venezolanos cruzan el río Táchira hacia Colombia</i>       | Learn about immigration   |
| <i>Exploración cultural</i>  | <i>El transporte público de Medellín</i>                                | Learn about public transportation in Medellín   |

|   |   |   |
|---|---|---|
| <i>Exploración cultural</i>   | <i>Tejo: El deporte nacional de Colombia</i>                            | Learn about <i>tejo</i>   |
| <b>4. Comparisons</b>   |   |   |
| <b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b>          |   |   |
| <b>Section</b>  | <b>Title</b>  | <b>Can-Do/Description</b>   |
| <i>Deportes y pasatiempos</i>   |   | Sports and hobbies vocabulary   |
| <i>Los verbos irregulares</i>   |   | Irregular present tense verbs   |
| <i>Los negativos y las palabras indefinidas</i>   |   | Negatives and double negatives  |
| <b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>           |   |   |
| <b>Section</b>  | <b>Title</b>  | <b>Can-Do/Description</b>   |
| <i>Materiales auténticos</i>  | <i>Los 10 mejores destinos en Colombia para hacer deportes extremos</i> | I can understand a video about extreme sports.  |
| <i>Viajamos por Colombia</i>  | <i>Lo mejor de Colombia</i>   | Watch a video about Colombia  |
| <i>Viajamos por Colombia</i>  | <i>La ciudad de Medellín</i>  | Watch a video about an important city in Colombia   |
| <i>Viajamos por Colombia</i>  | <i>Panorama: Villa de Leyva</i>   | I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Colombia to help me explain and understand the perspectives of the target culture. |
| <i>Exploración cultural</i>   | <i>Bicicloween</i>  | I can compare my own cultural traditions with those of another culture.   |
| <i>Exploración cultural</i>   | <i>Artesanías</i>   | Learn about Colombian art   |
| <i>Exploración cultural</i>   | <i>Migrantes venezolanos cruzan el río Táchira hacia Colombia</i>       | Learn about immigration   |
| <i>Exploración cultural</i>   | <i>El transporte público de Medellín</i>                                | Learn about public transportation in Medellín   |
| <i>Exploración cultural</i>   | <i>Tejo: El deporte nacional de Colombia</i>                            | Learn about <i>tejo</i>   |
| <i>Exploración cultural</i>   | <i>Los músicos famosos de Colombia</i>                                  | Learn about important Colombian musicians   |
| <i>Lecturas</i>   | <i>Gabriel García Márquez</i>   | Learn about an important Colombian author   |
| <i>Lecturas</i>   | <i>Fernando Botero</i>  | Learn about an important Colombian artist   |
| <b>5. Communities</b>   |   |   |
| <b>5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</b> |   |   |
| <b>Section</b>  | <b>Title</b>  | <b>Can-Do/Description</b>   |
| <i>Deportes y pasatiempos</i>   | <i>En la comunidad</i>  | Follow a sports team from a Spanish-speaking country  |
| <b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>                                     |   |   |
| <b>Section</b>  | <b>Title</b>  | <b>Can-Do/Description</b>   |

|                  |                        |
|------------------|------------------------|
| Can-Do Checklist | Can-Do self-assessment |
|------------------|------------------------|

| <b>Capítulo 10: Venezuela</b>  |   |           |   |
|--|---|-----------|---|
| <b>1. Communication</b>  |   |           |   |
| <b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b> |   |           |   |
| Section  | Title   | Mode      | Can-Do/Description  |
| <i>Actividades</i>   | <i>Actividad 8: El cuerpo y la salud</i><br>8 | Speaking  | I can answer simple questions about my body.                      |
| <i>Entrevistas</i>   | <i>¿Y tú?</i>                                 | Speaking  | I can answer simple questions about myself.                       |
| <i>¡Vamos a charlar!</i>   | <i>Preguntas personales</i>                   | Speaking  | I can answer basic questions in a doctor's office.                |
| <i>¡Vamos a charlar!</i>   | Interpersonal #1                              | Speaking  | I can ask and answer simple questions about my health.            |
| <i>¡Vamos a charlar!</i>   | Interpersonal #2                              | Speaking  | I can ask and answer questions about what hurts.                  |
| <i>¡Vamos a charlar!</i>   | Interpersonal #3                              | Speaking  | I can interact with a doctor and describe my symptoms.            |
| Integrated Performance Assessment  | Interpersonal Speaking                        | Speaking  | I can ask and answer questions about my symptoms.                 |
| <b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>  |   |           |   |
| Section  | Title   | Mode      | Can-Do/Description  |
| <i>Actividades</i>   | <i>Actividad 6: El cuerpo y la salud</i><br>6 | Reading   | I can read an advertisement for flu vaccinations.                 |
| <i>Materiales auténticos</i>   | <i>Dolor de espalda</i>                       | Reading   | I can understand some words and phrases in an infographic.        |
| <i>Materiales auténticos</i>   | King Kong                                     | Listening | I can identify a few words on a flyer.                            |
| <i>Materiales auténticos</i>   | <i>Supercerebro</i>                           | Reading   | I can understand words, phrases, and sentences in an infographic. |
| <i>Materiales auténticos</i>   | <i>¿Allivix® u Otros?</i>                     | Listening | I can understand questions and statements                         |

|                                   |   |           |  |
|-----------------------------------|---|-----------|--|
|                                   |   |           | about health in a commercial.  |
| <i>Materiales auténticos</i>      | <i>William Levy hablando a M&amp;M®</i> | Listening | I can understand simple sentences and the main idea of a commercial. |
| <i>Entrevistas</i>                | <i>Mariel</i>                           | Listening | I can understand some of what a native speaker says in an interview. |
| <i>Entrevistas</i>                | <i>Luis</i>                             | Listening | I can understand some of what a native speaker says in an interview. |
| <i>Lecturas</i>                   | <i>Simón Bolívar</i>                    | Listening | Learn about a Venezuelan hero  |
| <i>Lecturas</i>                   | <i>Una crisis económica</i>             | Listening | Learn about an economic situation in Venezuela                       |
| Integrated Performance Assessment | Interpretive Listening                  | Listening | I can understand the names of some body parts.                       |

**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>Actividades</i>                | <i>Actividad 1: El cuerpo y la salud 1</i> | Writing  | I can write sentences to describe myself and others.       |
| <i>Actividades</i>                | <i>Actividad 3: El cuerpo y la salud 3</i> | Writing  | I can answer simple questions about my and others' bodies. |
| <i>Actividades</i>                | <i>Actividad 7: El cuerpo y la salud 7</i> | Writing  | I can describe my body.                                    |
| <i>Actividades</i>                | <i>Actividad 21: Doler 4</i>               | Writing  | I can answer simple questions about my aches and pains.    |
| <i>¡Vamos a charlar!</i>          | Presentation #1                            | Speaking | I can call in sick to school and describe my symptoms.     |
| <i>Capítulo 10: Examen</i>        | <i>Parte 2: A hablar</i>                   | Speaking | Call in sick to school                                     |
| Integrated Performance Assessment | Presentation Speaking                      | Speaking | I can call in sick to school and describe my symptoms.     |

## 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>Exploración cultural</i> | <i>Concursos de belleza</i> | Learn about Venezuelan beauty pageants |

|  |   |  |
|--|---|--|
| <b>2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</b>           |   |  |
| <b>Section</b>   | <b>Title</b>  | <b>Can-Do/Description</b>  |
| <i>Exploración cultural</i>  | <i>Receta: Arepas venezolanas</i>                                   | Learn about Venezuelan <i>arepas</i>   |
| <b>3. Connections</b>  |   |  |
| <b>3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</b> |   |  |
| <b>Section</b>   | <b>Title</b>  | <b>Can-Do/Description</b>  |
| <i>Exploración cultural</i>  | <i>La medicina pública</i>  | I can make comparisons between health care in my country and in Venezuela.   |
| <i>Exploración cultural</i>  | <i>Venezuela enfrenta una crisis de salud y una crisis política</i> | Learn about a political situation in Venezuela   |
| <b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>                                     |   |  |
| <b>Section</b>   | <b>Title</b>  | <b>Can-Do/Description</b>  |
| <i>Exploración cultural</i>  | <i>La medicina pública</i>  | I can make comparisons between health care in my country and in Venezuela.   |
| <b>4. Comparisons</b>  |   |  |
| <b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b>                         |   |  |
| <b>Section</b>   | <b>Title</b>  | <b>Can-Do/Description</b>  |
| <i>El cuerpo y la salud</i>  |   | Body and health related vocabulary   |
| <i>Los verbos que cambian de raíz</i>  |   | Present tense stem change verbs  |
| <i>Doler</i>   |   | The verb <i>doler</i> in the present tense   |
| <i>La formación de adjetivos</i>   |   | Using participles with the verb <i>estar</i>   |
| <b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>                          |   |  |
| <b>Section</b>   | <b>Title</b>  | <b>Can-Do/Description</b>  |
| <i>Viajamos por Venezuela</i>  | <i>Panorama: El Parque Nacional Sierra Nevada</i>                   | I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Venezuela to help me explain and understand the perspectives of the target culture. |
| <i>Exploración cultural</i>  | <i>La medicina pública</i>  | I can make comparisons between health care in my country and in Venezuela.   |
| <i>Exploración cultural</i>  | <i>Venezuela enfrenta una crisis de salud y una crisis política</i> | Learn about a political situation in Venezuela   |
| <i>Exploración cultural</i>  | <i>Receta: Arepas venezolanas</i>                                   | Learn about Venezuelan <i>arepas</i>   |
| <i>Exploración cultural</i>  | <i>Miguel Cabrera, venezolano en las Grandes Ligas</i>              | Learn about a major baseball player  |

|   |                             |  |
|---|-----------------------------|--|
| <i>Exploración cultural</i>   | <i>Concursos de belleza</i> | Learn about Venezuelan beauty pageants                 |
| <b>5. Communities</b>   |                             |  |
| <b>5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</b> |                             |  |
| <b>Section</b>  | <b>Title</b>                | <b>Can-Do/Description</b>                              |
| <i>Doler</i>  | <i>En la comunidad</i>      | Volunteer at a local clinic other community center     |
| <i>¡Vamos a charlar!</i>  | Interpersonal #3            | I can interact with a doctor and describe my symptoms. |
| <b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>                                     |                             |  |
| <b>Section</b>  | <b>Title</b>                | <b>Can-Do/Description</b>                              |
| Can-Do Checklist  |                             | Can-Do self-assessment                                 |

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|--|--------------------------------------|-------------|--|
| <b>Capítulo 11: Ecuador</b>  |                                      |             |  |
| <b>1. Communication</b>  |                                      |             |  |
| <b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b> |                                      |             |  |
| <b>Section</b>   | <b>Title</b>                         | <b>Mode</b> | <b>Can-Do/Description</b>  |
| <i>¡Vamos a charlar!</i>   | <i>Preguntas personales</i>          | Speaking    | I can answer questions about my daily routine.                       |
| <i>¡Vamos a charlar!</i>   | Interpersonal #1                     | Speaking    | I can talk about my daily routine.                                   |
| <i>¡Vamos a charlar!</i>   | Interpersonal #2                     | Speaking    | I can describe an ideal daily routine.                               |
| Integrated Performance Assessment  | Interpretive Reading                 | Reading     | I can read about healthy lifestyles.                                 |
| <b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>  |                                      |             |  |
| <b>Section</b>   | <b>Title</b>                         | <b>Mode</b> | <b>Can-Do/Description</b>  |
| <i>Materiales auténticos</i>   | <i>Mi semana</i>                     | Reading     | I can interpret an infographic about someone's daily routine.        |
| <i>Materiales auténticos</i>   | <i>Consejos para dormir</i>          | Reading     | I can interpret an infographic about advice to sleep.                |
| <i>Materiales auténticos</i>   | <i>Vida diaria de un adolescente</i> | Reading     | I can interpret an infographic about someone's daily routine.        |
| <i>Materiales auténticos</i>   | <i>¡Despierta!</i>                   | Listening   | I can understand a commercial.                                       |
| <i>Entrevistas</i>   | <i>Mariel</i>                        | Listening   | I can understand some of what a native speaker says in an interview. |



|                                   |                             |           |  |
|-----------------------------------|-----------------------------|-----------|--|
| <i>Entrevistas</i>                | <i>Luis</i>                 | Listening | I can understand some of what a native speaker says in an interview. |
| <i>Lecturas</i>                   | <i>Un atleta olímpico</i>   | Reading   | I can read about an Ecuadorian Olympian.                             |
| <i>Lecturas</i>                   | <i>Un médico importante</i> | Reading   | I can read about an influential doctor from Ecuador.                 |
| Integrated Performance Assessment | Interpretive Reading        | Reading   | I can read about healthy lifestyles.                                 |

**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>Actividades</i>                | <i>Actividad 3: La rutina diaria 3</i>   | Writing  | I can write a paragraph to describe my daily routine.  |
| <i>Actividades</i>                | <i>Actividad 4: La rutina diaria 4</i>   | Writing  | I can describe someone else's daily routine.           |
| <i>Actividades</i>                | <i>Actividad 7: La rutina diaria 7</i>   | Writing  | I can write a review for health and beauty products.   |
| <i>Actividades</i>                | <i>Actividad 8: La rutina diaria 8</i>   | Writing  | I can ask questions about someone's daily routine.     |
| <i>Actividades</i>                | <i>Actividad 10: La rutina diaria 10</i> | Speaking | I can describe my daily routine.                       |
| <i>Entrevistas</i>                | <i>¿Y tú?</i>                            | Speaking | I can answer simple questions about my daily routine.  |
| <i>¡Vamos a charlar!</i>          | Presentational #1                        | Speaking | I can talk about the daily routine of a famous person. |
| <i>Capítulo 11: Examen</i>        | <i>Parte 2: A escribir</i>               | Writing  | Write about your daily routine                         |
| Integrated Performance Assessment | Presentational Speaking                  | Speaking | I can talk about my daily routine.                     |

## 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>Exploración cultural</i> | <i>Una familia ecuatoriana</i> | I can compare families in the United States with families in Ecuador. |

|  |  |  |
|--|--|--|
|  |  | I can draw conclusions based on the information presented in a video.  |
| <b>2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</b>           |  |  |
| <b>Section</b>   | <b>Title</b>                               | <b>Can-Do/Description</b>  |
| <i>Viajamos por Ecuador</i>  | <i>Panorama: La escuela primaria</i>       | I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Ecuador to help me explain and understand the perspectives of the target culture. |
| <i>Exploración cultural</i>  | <i>La música incaica</i>                   | Learn about Incan music  |
| <b>3. Connections</b>  |  |  |
| <b>3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</b> |  |  |
| <b>Section</b>   | <b>Title</b>                               | <b>Can-Do/Description</b>  |
| <i>Viajamos por Ecuador</i>  | <i>Mitad del mundo</i>                     | I can understand a video about a tourist destination.  |
| <i>Viajamos por Ecuador</i>  | <i>Islas Galápagos</i>                     | Learn about the Galapagos Islands  |
| <i>Exploración cultural</i>  | <i>Oil Drilling</i>                        | Learn about oil drilling   |
| <i>Exploración cultural</i>  | <i>Los grupos indígenas</i>                | Learn about indigenous groups in Ecuador   |
| <i>Exploración cultural</i>  | <i>Las Tortugas en las Islas Galápagos</i> | Learn about the Galapagos Islands  |
| <b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>                                     |  |  |
| <b>Section</b>   | <b>Title</b>                               | <b>Can-Do/Description</b>  |
| <i>Exploración cultural</i>  | <i>Una familia ecuatoriana</i>             | I can compare families in the United States with families in Ecuador.<br>I can draw conclusions based on the information presented in a video.   |
| <b>4. Comparisons</b>  |  |  |
| <b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b>                         |  |  |
| <b>Section</b>   | <b>Title</b>                               | <b>Can-Do/Description</b>  |
| <i>La rutina diaria</i>  |  | Daily routine vocabulary   |
| <i>Verbos reflexivos</i>   |  | Reflexive verbs  |
| <i>El presente progresivo</i>  |  | The present progressive  |
| <b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>                          |  |  |
| <b>Section</b>   | <b>Title</b>                               | <b>Can-Do/Description</b>  |
| <i>Viajamos por Ecuador</i>  | <i>Mitad del mundo</i>                     | I can understand a video about a tourist destination.  |

|   |                                |  |
|---|--------------------------------|--|
| <i>Viajamos por Ecuador</i>   | <i>Islas Galápagos</i>         | Learn about the Galapagos Islands  |
| <i>Exploración cultural</i>   | <i>Una familia ecuatoriana</i> | I can compare families in the United States with families in Ecuador.<br>I can draw conclusions based on the information presented in a video. |
| <i>Exploración cultural</i>   | <i>La música incaica</i>       | Learn about Incan music  |
| <b>5. Communities</b>   |                                |  |
| <b>5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</b> |                                |  |
| <b>Section</b>  | <b>Title</b>                   | <b>Can-Do/Description</b>  |
| <i>La rutina diaria</i>   | <i>En la comunidad</i>         | Interview a Spanish speaker about their daily routine  |
| <b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>                                     |                                |  |
| <b>Section</b>  | <b>Title</b>                   | <b>Can-Do/Description</b>  |
| Can-Do Checklist  |                                | Can-Do self-assessment   |

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