

Alignment to ACTFL's World-Readiness Standards for Learning Languages
Voces por el mundo 2

Voces por el mundo 2 is an award-winning, highly effective Spanish curriculum for intermediate-level learners. *Voces por el mundo 2* will take your middle or high school students through one year of intermediate-level Spanish instruction and prepare them for advanced-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 2* aligns to ACTFL's World-Readiness Standards for Learning Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Capítulo 1: Perú			
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 have a conversation about my home.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking	I can have a conversation about what chores I have to do.
<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking	I can have a conversation about what a home is like.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can have a conversation about what a home is like.
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 10: Tareas de la casa 2</i>	Reading	I can determine whether or not a statement is true.
<i>Actividades</i>	<i>Actividad 15: Obligaciones 2</i>	Reading	I can read a simple chore chart.
<i>Actividades</i>	<i>Actividad 16: Obligaciones 3</i>	Reading	I can read a letter explaining a family's responsibilities.
<i>Actividades</i>	<i>Actividad 18: Obligaciones 5</i>	Listening	I can listen to short conversations and

			determine whether or not they are logical.
<i>Actividades</i>	<i>Actividad 21: Preposiciones 2</i>	Listening	I can understand some spoken information about a house.
<i>Actividades</i>	<i>Actividad 23: Preposiciones 4</i>	Reading	I can determine whether a statement is true.
<i>Materiales auténticos</i>	<i>Tareas para edades diferentes</i>	Reading	Interpret an infographic about chores
<i>Materiales auténticos</i>	<i>Calendario de tareas</i>	Reading	Interpret a chore schedule
<i>Materiales auténticos</i>	<i>Limpieza total en 6 días</i>	Reading	Interpret an infographic about cleaning
<i>Materiales auténticos</i>	<i>Proyecto Terrace House</i>	Reading	Interpret an infographic about a home
<i>Materiales auténticos</i>	<i>Etiqueta para enseñar la casa</i>	Reading	Interpret an infographic about giving a house tour
<i>Materiales auténticos</i>	<i>Apartamento en venta</i>	Listening	Interpret a video about an apartment for sale
<i>Entrevistas</i>	<i>Mariel</i>	Listening	Interpret an interview
<i>Entrevistas</i>	<i>Luis</i>	Listening	Interpret an interview
<i>Historias</i>	<i>Luis está harto de limpiar</i>	Reading	Read a story
<i>Historias</i>	<i>La habitación de Isaac</i>	Reading	Read a story
<i>Lecturas</i>	<i>El último emperador Inca</i>	Reading	I can read about Incan emperors.
<i>Lecturas</i>	<i>La vida de un arqueólogo</i>	Reading	I can read about a Peruvian archaeologist.
Integrated Performance Assessment	Interpretive Listening	Listening	I can understand some information about homes in a video.

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: En la casa 3</i>	Speaking	I can describe rooms in a house.
<i>Actividades</i>	<i>Actividad 5: En la casa 5</i>	Writing	I can describe my dream house.
<i>Actividades</i>	<i>Actividad 6: En la casa 6</i>	Writing	I can describe a room in detail.
<i>Actividades</i>	<i>Actividad 8: En la casa 8</i>	Speaking	I can answer simple questions about a house.
<i>Actividades</i>	<i>Actividad 12: Tareas de la casa 4</i>	Speaking	I can answer simple questions about my chore preferences.

Entrevistas	¿Y tú?	Speaking	Answer questions about your home
¡Vamos a charlar!	Presentational #1	Speaking	I can describe my home.
Capítulo 1: Examen	Parte 2: A escribir	Writing	Write about your home
Integrated Performance Assessment	Presentational Writing	Writing	I can write about what my home is like.
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	
Exploración cultural	La cocina peruana	Learn about a Peruvian kitchen	
Exploración cultural	10 verdades sobre la industria de la alpaca	Learn about the alpaca industry	
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	
Exploración cultural	El café peruano	Learn about Peruvian coffee	
Exploración cultural	Los textiles	Learn about Peruvian textiles	
Exploración cultural	La comida peruana	Learn about Peruvian foods	
3. Connections			
3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.			
Section	Title	Can-Do/Description	
Viajamos por Perú	Floating Islands	Learn about Peru’s floating islands	
Viajamos por Perú	Viaje a Machu Picchu	Learn about Machu Picchu	
Exploración cultural	Las líneas de Nazca	Learn about the Nazca lines	
Lecturas	El último emperador Inca	I can read about Incan emperors.	
Lecturas	La vida de un arqueólogo	I can read about a Peruvian archaeologist.	
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	
Viajamos por Perú	Floating Islands	Learn about Peru’s floating islands	
Viajamos por Perú	Viaje a Machu Picchu	Learn about Machu Picchu	
Viajamos por Perú	11 Best Things to Do in Peru	Learn about things to do in Peru	
Exploración cultural	Los textiles	Learn about Peruvian textiles	
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	
En la casa		Learn house vocabulary	

<i>Tareas de la casa</i>		Learn chores vocabulary and the present tense
<i>Obligaciones</i>		Learn grammatical concepts related to the things you have to do and should do
<i>Preposiciones</i>		Learn grammatical concepts as related to prepositions
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>Introducción a Perú</i>		Familiarize yourself with some basic information about Peru
<i>Viajamos por Perú</i>	Floating Islands	Learn about Peru's floating islands
<i>Viajamos por Perú</i>	<i>Viaje a Machu Picchu</i>	Learn about Machu Picchu
<i>Viajamos por Perú</i>	<i>Panorama: El megamercado Huamantanga</i>	View a Peruvian megamarket
<i>Viajamos por Perú</i>	11 Best Things to Do in Peru	Learn about things to do in Peru
<i>Exploración cultural</i>	<i>La cocina peruana</i>	Learn about a Peruvian kitchen
<i>Exploración cultural</i>	<i>10 verdades sobre la industria de la alpaca</i>	Learn about the alpaca industry
<i>Exploración cultural</i>	<i>El café peruano</i>	Learn about Peruvian coffee
<i>Exploración cultural</i>	<i>Las líneas de Nazca</i>	Learn about the Nazca lines
<i>Exploración cultural</i>	<i>Los textiles</i>	Learn about Peruvian textiles
<i>Exploración cultural</i>	<i>La comida peruana</i>	Learn about Peruvian food
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>Obligaciones</i>	<i>En la comunidad</i>	Participate in the Spanish-speaking community by planning a community service project
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 2: Bolivia			
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 answer simple questions about my home town.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking	I can name stores and places in a city.

<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking	I can describe where things are located in a city.
Integrated Performance Assessment	Interpersonal Writing	Writing	I can give directions from school to my house.
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 5: En la ciudad 5</i>	Reading	Match the activity with its most likely place
<i>Actividades</i>	<i>Actividad 22: Pronombres de objeto directo 7</i>	Listening	I can listen to short conversations and determine whether or not they are logical.
<i>Actividades</i>	<i>Actividad 23: Pronombres de objeto directo 8</i>	Listening	Determine which response is correct
<i>Materiales auténticos</i>	<i>La lavandería</i>	Reading	I can understand some information on an advertisement.
<i>Materiales auténticos</i>	<i>¿Dónde está...?</i>	Listening	I can understand some words in a video.
<i>Materiales auténticos</i>	<i>Vamos a la farmacia</i>	Reading	Understand some information on an advertisement
<i>Materiales auténticos</i>	<i>De compras</i>	Listening	I can understand some words in a video.
<i>Materiales auténticos</i>	<i>Los mapas de las capitales</i>	Reading	I can read some basic information from a map.
<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>Historias</i>	<i>La historia: El pueblito</i>	Reading	Read a story about a town in Nicaragua
<i>Lecturas</i>	<i>Jaime Escalante</i>	Reading	I can read about a Bolivian educator.
<i>Lecturas</i>	<i>Guerra del Gas</i>	Reading	I can read about a conflict in Bolivia.
Integrated Performance Assessment	Interpretive Reading	Reading	I can read some basic information from a map.
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 2: En la ciudad 2</i>	Writing	I can identify a place when given an activity.
<i>Actividades</i>	<i>Actividad 10: Ser y estar 5</i>	Writing	Write sentences using <i>ser</i> and <i>estar</i>
<i>Actividades</i>	<i>Actividad 12: Las ubicaciones 2</i>	Writing	I can describe where something is in my town.
<i>Actividades</i>	<i>Actividad 13: Las ubicaciones 3</i>	Writing	I can write a city plan.
<i>Actividades</i>	<i>Actividades 14: Las ubicaciones 4</i>	Speaking	I can give directions to my house.
<i>Entrevistas</i>	<i>¿Y tú?</i>	Speaking	I can answer some questions in Spanish about myself and my town.
<i>¡Vamos a charlar!</i>	Presentational #1	Speaking	I can talk about my hometown.
<i>Capítulo 2: Examen</i>	<i>Parte 2: A hablar</i>	Speaking	Describe the places in your town
Integrated Performance Assessment	Presentational Speaking	Speaking	I can talk about my hometown.

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>Las cebras de La Paz</i>	I can understand some information about a cultural practice in Bolivia.
<i>Exploración cultural</i>	Climate Migrants	Learn about climate migrants

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>El mercado de las brujas</i>	I can make comparisons between my culture and another.

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 Bolivia</i>	<i>El mapa</i>	Answer questions as you look at a map of Bolivia
<i>Viajamos por Bolivia</i>	<i>Un viaje por Bolivia</i>	I can answer some questions about travel in Bolivia.
<i>Exploración cultural</i>	<i>Los Aymara y el lago Titicaca</i>	I can make comparisons between where I live and Lake Titicaca.

<i>Exploración cultural</i>	<i>Los bloques de la calle</i>	Learn about a political situation in Bolivia
<i>Exploración cultural</i>	Climate Migrants	Learn about climate migrants
<i>Exploración cultural</i>	<i>Diversidad</i>	Learn about diversity in Bolivia
<i>Exploración cultural</i>	<i>El Camino del Inca</i>	I can answer questions about the Incan trails' system of runners.
<i>Lecturas</i>	<i>Guerra del Gas</i>	I can read about a conflict in Bolivia.

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

Section	Title	Can-Do/Description
<i>Viajamos por Bolivia</i>	<i>Panorama: El Salar de Uyuni</i>	Explore a hotel made of salt
<i>Exploración cultural</i>	<i>ImillaSkate</i>	I can answer questions about a group of Indigenous women in Bolivia.
<i>Exploración cultural</i>	<i>El mercado de las brujas</i>	I can make comparisons between my culture and another.
<i>Exploración cultural</i>	<i>La Pachamama</i>	I can answer questions about <i>la Pachamama</i> .

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 ciudad</i>		City vocabulary
<i>Ser y estar</i>		The differences between <i>ser</i> and <i>estar</i>
<i>Las ubicaciones</i>		Prepositional phrases
<i>Pronombres de objeto directo</i>		Direct Object Pronouns
<i>El pretérito de ser y estar</i>		The preterite of <i>ser</i> and <i>estar</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>Introducción a Bolivia</i>		Learn some basic information about Bolivia
<i>Viajamos por Bolivia</i>	<i>Un viaje por Bolivia</i>	I can answer some questions about travel in Bolivia.
<i>Viajamos por Bolivia</i>	11 Best Things to Do in Bolivia	Explore tourism options in Bolivia
<i>Exploración cultural</i>	<i>ImillaSkate</i>	I can answer questions about a group of Indigenous women in Bolivia.
<i>Exploración cultural</i>	Climate Migrants	Learn about climate migrants
<i>Exploración cultural</i>	<i>Diversidad</i>	Learn about diversity in Bolivia
<i>Exploración cultural</i>	<i>El mercado de las brujas</i>	I can make comparisons between my culture and another.
<i>Lecturas</i>	<i>Guerra del Gas</i>	I can read about a conflict in Bolivia.

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>Pronombres de objeto directo</i>	<i>En la comunidad</i>	Create a class bulletin board showcasing Spanish in your community
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: Chile			
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 help a lost tourist.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking	I can communicate some basic information about types of transportation in my city.
<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking	I can give simple directions between my school and my house.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can communicate some basic information about types of transportation in my city.
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 5: Transporte 5</i>	Listening	Determine which response is correct
<i>Actividades</i>	<i>Actividad 10: Mandatos formales</i>	Reading	I can match a situation to a command.
<i>Actividades</i>	<i>Actividad 18: Las indicaciones 1</i>	Reading	I can interpret written directions.
<i>Actividades</i>	<i>Actividad 21: Las indicaciones 4</i>	Reading	I can interpret written directions.

<i>Actividades</i>	<i>Actividad 22: Las indicaciones 5</i>	Reading	I can place a list of instructions in sequential order.
<i>Actividades</i>	<i>Actividad 24: Las indicaciones 7</i>	Listening	I can listen to short conversations and determine whether or not they are logical.
<i>Actividades</i>	<i>Actividad 26: El pretérito de ir 2</i>	Reading	I can determine whether a statement is true.
<i>Materiales auténticos</i>	<i>LAN</i>	Listening	I can understand simple information in a commercial.
<i>Materiales auténticos</i>	<i>Vacaciones en Chile</i>	Reading	I can recognize words and phrases from an infographic.
<i>Materiales auténticos</i>	<i>Plano Red de Metro – Santiago</i>	Reading	I can interpret a metro map.
<i>Materiales auténticos</i>	<i>Cómo mejorar tu concentración</i>	Reading	Recognize words and phrases from an infographic
<i>Materiales auténticos</i>	<i>El ritual de la felicidad</i>	Reading	Recognize words and phrases from an infographic
<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 Dictadura de Pinochet</i>	Reading	I can read about a Chilean dictator.
<i>Lecturas</i>	<i>Pablo Neruda</i>	Reading	I can read about a Chilean poet.
Integrated Performance Assessment	Interpretive Listening	Listening	I can understand a video about public transit.

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 9: Mandatos informales 4</i>	Writing	I can react to a situation by giving a command.
<i>Actividades</i>	<i>Actividad 11: Mandatos formales 2</i>	Writing	I can react to a situation by giving a command.
<i>Actividades</i>	<i>Actividad 12: Mandatos formales 3</i>	Writing	I can write directions to use the public bus system.
<i>Actividades</i>	<i>Actividad 20: Las indicaciones 3</i>	Speaking	I can help a lost tourist.

<i>Entrevistas</i>	<i>¿Y tú?</i>	Speaking	I can answer some questions in Spanish about myself and how I travel.
<i>¡Vamos a charlar!</i>	Presentational #1	Speaking	I can give directions to places of interest in my hometown.
<i>Capítulo 3: Examen</i>	<i>Parte 2: A escribir</i>	Writing	Write directions to your favorite restaurant
Integrated Performance Assessment	Presentation Writing	Writing	I can create a list of transportation types.

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>Los grupos indígenas – Los Mapuche</i>	I can make comparisons between a Chilean Indigenous group and one in my area.
<i>Exploración cultural</i>	<i>Los grupos indígenas – Los Rapa Nui</i>	Learn about the city of <i>Rapa Nui</i>
<i>Exploración cultural</i>	<i>El transporte público</i>	I can make comparisons between the public transportation in Santiago and where I live.
<i>Exploración cultural</i>	<i>Cifras de reciclaje en Chile</i>	I can read and understand some infographics about recycling in Chile.

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

Section	Title	Can-Do/Description
<i>Exploración cultural</i>	<i>El arte de Chile – Las arpilleras</i>	Learn about an important cultural Chilean product
<i>Exploración cultural</i>	<i>El arte de Chile – El arte callejero</i>	Learn about Chilean street art
<i>Exploración cultural</i>	<i>El Negro Matapacos</i>	I can listen to and understand a video about an iconic symbol for social justice in Chile.

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>Terremotos en Chile</i>	I can read and understand an infographic about earthquakes in Chile.

<i>Exploración cultural</i>	<i>El Negro Matapacos</i>	I can listen to and understand a video about an iconic symbol for social justice in Chile.
<i>Lecturas</i>	<i>La Dictadura de Pinochet</i>	I can read about a Chilean dictator.
<i>Lecturas</i>	<i>Pablo Neruda</i>	I can read about a Chilean poet.
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 grupos indígenas – Los Mapuche</i>	I can make comparisons between a Chilean Indigenous group and one in my area.
<i>Exploración cultural</i>	<i>Los grupos indígenas – Los Rapa Nui</i>	Learn about the city of <i>Rapa Nui</i>
<i>Exploración cultural</i>	<i>Cifras de reciclaje en Chile</i>	I can read and understand some infographics about recycling in Chile.
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>Transporte</i>		Transportation vocabulary
<i>Mandatos informales</i>		Informal commands
<i>Mandatos formales</i>		Formal commands
<i>Mandatos con pronombres de objetos directos</i>		Commands with direct object pronouns
<i>Las indicaciones</i>		Directions vocabulary
<i>El pretérito de ir</i>		The preterite of 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>Introducción a Chile</i>		Learn basic information about Chile
<i>Viajamos por Chile</i>	<i>Panorama: Valparaíso</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Chile to help me explain and understand the perspectives of the target culture.
<i>Viajamos por Chile</i>	10 Best Places to Visit in Chile	Learn about tourism in Chile
<i>Exploración cultural</i>	<i>Cifras de reciclaje en Chile</i>	I can read and understand some infographics about recycling in Chile.
<i>Exploración cultural</i>	<i>El Negro Matapacos</i>	I can listen to and understand a video about an iconic symbol for social justice in Chile.
<i>Lecturas</i>	<i>La Dictadura de Pinochet</i>	I can read about a Chilean dictator.

<i>Lecturas</i>	<i>Pablo Neruda</i>	I can read about a Chilean poet.
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>Mandatos con pronombres de objetos directos</i>	<i>En la comunidad</i>	Volunteer with an immigration organization or plan an international excursion
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 4: Paraguay			
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 respond to simple questions about my feelings.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking	I can exchange some personal information about how I feel in different circumstances.
<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking	I can ask about and discuss human emotions as expressed in images.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Paraguay to help me explain and understand the perspectives of the target culture. I can exchange some personal information about how I feel in different contexts.
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 7: Sentimientos y emociones 7</i>	Listening	Determine which response makes sense
<i>Actividades</i>	<i>Actividad 10: Modismos con tener 3</i>	Reading	I can match emotions to situations.
<i>Actividades</i>	<i>Actividad 11: Modismos con tener 4</i>	Listening	I can listen to short conversations and determine whether or not they are logical.
<i>Actividades</i>	<i>Actividad 13: Modismos con tener 6</i>	Reading	I can determine whether a statement is true.
<i>Actividades</i>	<i>Actividad 16: Ponerse 3</i>	Reading	Complete the dialogue
<i>Actividades</i>	<i>Actividad 23: El pretérito de estar, tener y ponerse 5</i>	Reading	Complete the missing elements in the paragraph
<i>Materiales auténticos</i>	<i>Momentos en la vida</i>	Listening	I can understand simple information in a commercial.
<i>Materiales auténticos</i>	<i>Beneficios de dormir bien</i>	Reading	I can read and understand an infographic about the benefits of sleeping.
<i>Materiales auténticos</i>	<i>Vivir con el estrés</i>	Reading	I can read and understand an infographic about stress.
<i>Materiales auténticos</i>	<i>Guía turística de Asunción</i>	Reading	I can read and understand a tourism advertisement.
<i>Materiales auténticos</i>	<i>El árbol, protagonista del Día de la Tierra</i>	Reading	I can read and understand an infographic about the importance of trees.
<i>Materiales auténticos</i>	Modernizing Family Farming in Paraguay	Listening	I can understand a video and infographic about family farming in Paraguay.
<i>Materiales auténticos</i>	<i>Sopa paraguaya</i>	Listening	I can answer questions about an important Paraguayan food.
<i>Entrevistas</i>	<i>Mariel</i>	Listening	I can understand some of what someone says in an interview.
<i>Entrevistas</i>	<i>Luis</i>	Listening	I can understand some of what someone says in an interview.
<i>Lecturas</i>	<i>Augusto Roa Bastos</i>	Reading	I can read about a Paraguayan writer.
<i>Lecturas</i>	<i>Los pueblos Guaraní</i>	Reading	I can read about a group of people indigenous to South America.

Integrated Performance Assessment	Interpretive Reading	Reading	I can read an infographic about mental 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
Actividades	Actividad 4: Sentimientos y emociones 4	Writing	I can write about how I feel in different situations.
Actividades	Actividad 6: Sentimientos y emociones 6	Speaking	I can describemy feelings in different situations.
Actividades	Actividad 18: Ponerse 5	Writing	Write sentences with ponerse and adjectives
Entrevistas	¿Y tú?	Speaking	I can talk about how I feel in different circumstances.
¡Vamos a charlar!	Presentational #1	Speaking	I can talk about others’ feelings.
Capítulo 4: Examen	Parte 2: A hablar	Speaking	Talk about your feelings in different situations
Integrated Performance Assessment	Presentational Writing	Writing	I can write about how someone feels in different situations.
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	
Materiales auténticos	Modernizing Family Farming in Paraguay	I can understand a video and infographic about family farming in Paraguay.	
Exploración cultural	Bottle Dance	I can answer questions about a traditional Paraguayan dance.	
Exploración cultural	Ñandutí	I can understand a video about an important cultural practice in Paraguay.	
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	
Materiales auténticos	Sopa paraguaya	I can answer questions about an important Paraguayan food.	
Exploración cultural	The Paraguayan Guaraní	Learn about Paraguay’s currency	
Exploración cultural	Mbejú	I can answer questions about an important Paraguayan food.	

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>	Modernizing Family Farming in Paraguay	I can understand a video and infographic about family farming in Paraguay.
<i>Lecturas</i>	<i>Augusto Roa Bastos</i>	I can read about a Paraguayan writer.
<i>Lecturas</i>	<i>Los pueblos Guaraní</i>	I can read about a group of people indigenous to South America.
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>Desfile cívico estudiantil</i>	I can compare parades in Paraguay with parades where I live.
<i>Lecturas</i>	<i>Los pueblos Guaraní</i>	I can read about a group of people indigenous to South America.
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>Sentimientos y emociones</i>		Feelings vocabulary
<i>Modismos con tener</i>		Phrases with <i>tener</i>
<i>Ponerse</i>		Explanation of the meaning of <i>ponerse</i>
<i>El pretérito de estar, tener y ponerse</i>		The preterite of the verbs <i>estar</i> , <i>tener</i> , and <i>ponerse</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>Introducción a Paraguay</i>		Basic information about Paraguay
<i>Viajamos por Paraguay</i>	<i>Panorama: El Palacio de López</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Paraguay to help me explain and understand the perspectives of the target culture.
<i>Materiales auténticos</i>	<i>Sopa Paraguaya</i>	I can answer questions about an important Paraguayan food.
<i>Exploración cultural</i>	Bottle Dance	I can answer questions about a traditional Paraguayan dance.
<i>Exploración cultural</i>	<i>Ñandutí</i>	I can understand a video about an important cultural practice in Paraguay.

<i>Exploración cultural</i>	<i>Desfile cívico estudiantil</i>	I can compare parades in Paraguay with parades where I live.
<i>Exploración cultural</i>	<i>Mbejú</i>	I can answer questions about an important Paraguayan food.
<i>Lecturas</i>	<i>Los pueblos Guaraní</i>	I can read about a group of people indigenous to South America.
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>Ponerse</i>	<i>En la comunidad</i>	Communicate with your class keypal. Make a difference by sponsoring an orphanage.
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 5: Argentina			
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 answer questions about vacation spots near to where I live.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking	I can talk about geography and nature where I live.
<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking	I can ask and answer questions about my vacation activities and explain why I like to do them.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can ask and answer questions about my vacation activities and explain why I like to do them.
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 4: Naturaleza, geografía y vacaciones 4</i>	Reading	Complete the dialogue

<i>Actividades</i>	<i>Actividad 12: Pronombres de objeto indirecto 4</i>	Listening	I can listen to short conversations and determine whether or not they are logical.
<i>Actividades</i>	<i>Actividad 13: Pronombres de objeto indirecto 5</i>	Reading	Complete the sentences
<i>Materiales auténticos</i>	<i>Viajar</i>	Reading	I can recognize words and phrases from an infographic.
<i>Materiales auténticos</i>	<i>La mochila</i>	Reading	I can understand words and phrases in a travel poster.
<i>Materiales auténticos</i>	<i>Los beneficios de viajar</i>	Reading	I can understand words and phrases from an infographic.
<i>Materiales auténticos</i>	<i>Animales del parque nacional</i>	Reading	I can understand words and phrases in a flyer about animals.
<i>Entrevistas</i>	<i>Mariel</i>	Listening	I can understand some of what someone says in an interview.
<i>Entrevistas</i>	<i>Luis</i>	Listening	I can understand some of what someone says in an interview.
<i>Lecturas</i>	<i>Eva Perón</i>	Reading	I can read about an Argentine politician.
<i>Lecturas</i>	<i>Messi</i>	Reading	I can read about an Argentine footballer.
Integrated Performance Assessment	Interpretive Reading	Reading	I can read a tourism website for Argentina.
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 7: Naturaleza, geografía y vacaciones 7</i>	Writing	I can write an advertisement for a travel destination.
<i>Actividades</i>	<i>Actividad 14: Pronombres de objeto indirecto 6</i>	Writing	I can write sentences using indirect object pronouns.
<i>Actividades</i>	<i>Actividad 20: El pretérito de los verbos regulares terminados en -ar 6</i>	Writing	I can write sentences using preterite -ar verbs.
<i>Entrevistas</i>	<i>¿Y tú?</i>	Speaking	I can answer some simple questions about nature.

<i>¡Vamos a charlar!</i>	Presentational #1	Speaking	I can describe the geography of a place I want to visit.
<i>Capítulo 5: Examen</i>	<i>Parte 2: A hablar</i>	Speaking	Talk about a trip you took
Integrated Performance Assessment	Presentational Speaking	Speaking	I can describe the geography of a place I want to visit.
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>El pato, el deporte nacional de Argentina</i>	I can make comparisons between a popular sport in Argentina and my own 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>El asado más grande</i>	I can compare festivals in Argentina with those in my own culture.	
<i>Exploración cultural</i>	<i>¿Qué es el mate?</i>	I can learn about mate and compare it to drinks in my culture.	
<i>Exploración cultural</i>	<i>Mate entre amigos</i>	I can learn about mate and compare it to drinks in my culture.	
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 beneficios de viajar</i>	I can recognize words and phrases from an infographic.	
<i>Materiales auténticos</i>	<i>Los biomas de las Américas</i>	I can understand a video about biomes.	
<i>Viajamos por Argentina</i>	<i>Patagonia</i>	I can answer questions about glaciers and climate change.	
<i>Lecturas</i>	<i>Eva Perón</i>	I can read about an Argentine politician.	
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>Materiales auténticos</i>	<i>Animales del parque nacional</i>	I can understand words and phrases in a flier about animals.	

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>Naturaleza, geografía y vacaciones</i>		Nature, geography, and vacation vocabulary
<i>Pronombres de objeto indirecto</i>		Indirect object pronouns
<i>El pretérito de los verbos regulares terminados en -ar</i>		The preterite of regular -ar 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>Introducción a Argentina</i>		Learn basic information about Argentina
<i>Viajamos por Argentina</i>	Buenos Aires	I can answer questions about Buenos Aires.
<i>Viajamos por Argentina</i>	Patagonia	I can answer questions about glaciers and climate change.
<i>Viajamos por Argentina</i>	<i>Panorama: El Cementerio de la Recoleta</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Argentina to help me explain and understand the perspectives of the target culture.
<i>Exploración cultural</i>	Art Walk	I can answer questions about Argentinian street art.
<i>Exploración cultural</i>	<i>El pato, el deporte nacional de Argentina</i>	I can make comparisons between a popular sport in Argentina and my own culture.
<i>Exploración cultural</i>	<i>¿Qué es el mate?</i>	I can learn about mate and compare it to drinks in my culture.
<i>Exploración cultural</i>	<i>Mate entre amigos</i>	I can learn about mate and compare it to drinks in my culture.
<i>Lecturas</i>	<i>Messi</i>	I can read about an Argentine footballer.
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>Pronombres de objeto indirecto</i>	<i>En la comunidad</i>	Invite a guest speaker to your classroom
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 6: Uruguay		

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 A</i>	Speaking	I can check in at the airport.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking	I can invite someone to do something or go somewhere.
<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking	I can accept or reject an invitation to do something or go somewhere.
<i>¡Vamos a charlar!</i>	Interpersonal #3	Speaking	I can make a hotel reservation.
<i>¡Vamos a charlar!</i>	<i>Preguntas personales B</i>	Speaking	I can have a conversation about my home.
<i>Actividades</i>	<i>Actividad 14: Por teléfono</i>	Writing	I can participate in a phone call.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can make a hotel reservation.
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: El viaje y el hotel 1</i>	Reading	I can interpret a boarding pass.
<i>Actividades</i>	<i>Actividad 5: El viaje y el hotel 5</i>	Reading	I can put a dialogue in order.
<i>Actividades</i>	<i>Actividad 10: El viaje y el hotel 10</i>	Listening	I can listen to short conversations and determine whether or not they are logical.
<i>Actividades</i>	<i>Actividad 12: Por teléfono 1</i>	Reading	I can put a dialogue in order.
<i>Materiales auténticos</i>	<i>La abuela</i>	Listening	I can understand a conversation between a grandmother and her grandson.
<i>Materiales auténticos</i>	<i>La maleta</i>	Reading	I can understand words and phrases in an infographic about traveling by airplane.
<i>Materiales auténticos</i>	<i>Hablando por teléfono</i>	Listening	I can understand a commercial.

<i>Materiales auténticos</i>	<i>Guía turística de Uruguay</i>	Reading	I can read a flyer about Uruguay.
<i>Materiales auténticos</i>	<i>¿Quieres conocer Montevideo?</i>	Listening	I can understand words and phrases in a video about Montevideo.
<i>Entrevistas</i>	<i>Mariel</i>	Listening	I can understand some of what someone says in an interview.
<i>Entrevistas</i>	<i>Luis</i>	Listening	I can understand some of what someone says in an interview.
<i>Lecturas</i>	<i>Pepe Mujica</i>	Reading	I can read about a Uruguayan politician.
<i>Lecturas</i>	<i>Generación 45</i>	Reading	I can read about an influential group of writers.
Integrated Performance Assessment	Interpretive Reading	Reading	I can understand a review of a hotel.
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: El viaje y el hotel 3</i>	Writing	I can write a hotel review.
<i>Actividades</i>	<i>Actividad 7: El viaje y el hotel 7</i>	Writing	I can write about some items needed for travel.
<i>Actividades</i>	<i>Actividad 8: El viaje y el hotel 8</i>	Writing	I can write an email to a friend visiting from abroad.
<i>Actividades</i>	<i>Actividad 9: El viaje y el hotel 9</i>	Speaking	I can talk about a stay at a hotel.
<i>Entrevistas</i>	<i>¿Y tú?</i>	Speaking	I can answer simple questions about a trip I took.
<i>¡Vamos a charlar!</i>	Presentational #1	Speaking	I can talk about travel plans to a Spanish-speaking country using photos.
<i>Capítulo 6: Examen</i>	<i>Parte 2: A escribir</i>	Writing	Write about what you'll need for an upcoming trip
Integrated Performance Assessment	Presentational Writing	Writing	I can write a review for a hotel I stayed at. I can use words, phrases, and simple sentences to identify and describe cultural

			products and practices in Uruguay to help me explain and understand the perspectives of the target culture.
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	
Exploración cultural	Visitamos la primera escuela sustentable de Uruguay	I can answer questions about the first eco-school in Uruguay.	
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	
Exploración cultural	Uruguay Wools	Learn about Uruguay wools	
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	
Materiales auténticos	¿Quieres conocer Montevideo?	I can understand words and phrases in a video about Montevideo.	
Viajamos por Uruguay	10 Best Places to Visit in Uruguay	Learn about tourism in Uruguay	
Exploración cultural	Visitamos la primera escuela sustentable de Uruguay	I can answer questions about the first eco-school in Uruguay.	
Lecturas	Pepe Mujica	I can read about a Uruguayan politician.	
Lecturas	Generación 45	I can read about an influential group of writers.	
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	
Exploración cultural	Visitamos la primera escuela sustentable de Uruguay	I can answer questions about the first eco-school in Uruguay.	
Exploración cultural	Uruguay Wools	Learn about Uruguay wools	
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	
El viaje y el hotel		Travel vocabulary	
Por teléfono		Telephone etiquette	
Contigo/Conmigo		Saying with you or with me	
El pretérito de los verbos regulares terminados en –er/-ir		The preterite of -er/-ir verbs	

El pretérito de dar, ver y hacer		Irregular preterite of the verbs <i>dar</i> , <i>ver</i> , and <i>hacer</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	
Introducción a Uruguay		Learn basic information about Uruguay	
Viajamos por Uruguay	Panorama: El cerro San Antonio	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Uruguay to help me explain and understand the perspectives of the target culture.	
Viajamos por Uruguay	10 Best Places to Visit in Uruguay	Learn about tourism in Uruguay	
Exploración cultural	Visitamos la primera escuela sustentable de Uruguay	I can answer questions about the first eco-school in Uruguay.	
Exploración cultural	Uruguay Wools	Learn about Uruguay wools	
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	
Contigo/Connmigo	En la comunidad	Plan your dream trip to a Spanish-speaking country	
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 7: República Dominicana			
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
¡Vamos a charlar!	Preguntas personales	Speaking	I can answer questions about my experience with animals.
¡Vamos a charlar!	Interpersonal #1	Speaking	I can talk with someone about school or work.
¡Vamos a charlar!	Interpersonal #2	Speaking	I can talk about the details of a career.
¡Vamos a charlar!	Interpersonal #3	Speaking	I can ask and respond to simple questions about my classes and career choice.

Integrated Performance Assessment	Interpersonal Writing	Writing	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in the Dominican Republic to help me explain and understand the perspectives of the target culture. I can write about animals in a zoo.
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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 3: Animales 3</i>	Reading	I can identify an animal based on its description.
<i>Materiales auténticos</i>	<i>Los animales de compañía</i>	Reading	I can understand words and phrases in an infographic about pets.
<i>Materiales auténticos</i>	<i>Las mascotas</i>	Reading	I can understand words and phrases in an infographic about pets.
<i>Materiales auténticos</i>	<i>Las ballenas jorobadas</i>	Listening	I can understand a video about whale watching.
<i>Materiales auténticos</i>	<i>¿Qué hacer con los mapaches?</i>	Listening	I can understand a video about raccoons.
<i>Entrevistas</i>	<i>Mariel</i>	Listening	I can understand some of what someone says in an interview.
<i>Entrevistas</i>	<i>Luis</i>	Listening	I can understand some of what someone says in an interview.
<i>Exploración cultural</i>	<i>Breve historia de la evolución del merengue</i>	Listening	I can make comparisons between the merengue and a type of music or dance from my culture.
<i>Exploración cultural</i>	<i>Producción de cacao orgánico</i>	Listening	I can answer questions about the production of cacao.
<i>Exploración cultural</i>	<i>¿Dónde está la tumba de Cristóbal Colón?</i>	Reading	I can answer questions about the burial of Christopher Columbus.
<i>Exploración cultural</i>	<i>Los indígenas del Caribe antes de Colón</i>	Reading	I can answer questions about Caribbean natives.

<i>Exploración cultural</i>	<i>Liga de béisbol profesional de República Dominicana</i>	Reading	I can answer questions about baseball leagues in the Dominican Republic.
<i>Lecturas</i>	<i>El béisbol dominicano</i>	Reading	I can read about a national sport.
<i>Lectura</i>	<i>Oscar de la Renta</i>	Reading	I can read about a Dominican fashion designer.
Integrated Performance Assessment	Interpretive Listening	Listening	I can recognize the names of animals in a video.

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: Animales 5</i>	Writing	I can respond to questions about animals.
<i>Actividades</i>	<i>Actividad 6: Animales 6</i>	Writing	I can write a letter describing the pet I would like to get.
<i>Actividades</i>	<i>Actividad 7: Animales 7</i>	Writing	I can write about sponsorship of animals for a shelter.
<i>Actividades</i>	<i>Actividad 8: Animales 8</i>	Writing	I can write an original story about an animal.
<i>Actividades</i>	<i>Actividad 15: El imperfecto 7</i>	Speaking	I can talk about a memorable birthday.
<i>Entrevistas</i>	<i>¿Y tú?</i>	Speaking	I can answer some simple questions about animals.
<i>¡Vamos a charlar!</i>	Presentational #1	Speaking	I can talk about an exotic animal.
<i>Capítulo 7: Examen</i>	<i>Parte 2: A hablar</i>	Speaking	Talk about animals
Integrated Performance Assessment	Presentational Speaking	Speaking	I can talk about an exotic animal.

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>Lecturas</i>	<i>El béisbol dominicano</i>	I can read about a national sport.
<i>Viajamos por República Dominicana</i>	<i>Panorama: La Virgen de la Altagracia</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and

		practices in the Dominican Republic to help me explain and understand the perspectives of the target culture.
<i>Exploración cultural</i>	<i>Liga de béisbol profesional de República Dominicana</i>	I can answer questions about baseball leagues in the Dominican Republic.
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>Lectura</i>	<i>Oscar de la Renta</i>	I can talk about my future career.
<i>Exploración cultural</i>	<i>Breve historia de la evolución del merengue</i>	I can make comparisons between the merengue and a type of music or dance from my culture.
<i>Exploración cultural</i>	<i>Producción de cacao orgánico</i>	I can answer questions about the production of cacao.
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 ballenas jorobadas</i>	I can understand a video about whale watching.
<i>Exploración cultural</i>	<i>Los indígenas del Caribe antes de Colón</i>	I can answer questions about Caribbean natives.
<i>Exploración cultural</i>	<i>¿Dónde está la tumba de Cristóbal Colón?</i>	I can answer questions about the burial of Christopher Columbus.
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>Lecturas</i>	<i>El béisbol dominicano</i>	I can read about a national sport.
<i>Exploración cultural</i>	<i>Liga de béisbol profesional de República Dominicana</i>	I can answer questions about baseball leagues in the Dominican Republic.
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>Los animales</i>		Animal vocabulary
<i>El imperfecto</i>		The imperfect past tense
<i>Los verbos irregulares del imperfecto</i>		Irregular verbs in the imperfect
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>Introducción a la República Dominicana</i>		Basic information about the Dominican Republic

<i>Lecturas</i>	<i>El béisbol dominicano</i>	I can read about a national sport.
<i>Lectura</i>	<i>Oscar de la Renta</i>	I can read about a Dominican fashion designer.
<i>Materiales auténticos</i>	<i>Las ballenas jorobadas</i>	I can understand a video about whale watching.
<i>Viajamos por República Dominicana</i>	<i>Panorama: La Virgen de la Altagracia</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in the Dominican Republic to help me explain and understand the perspectives of the target culture.
<i>Exploración cultural</i>	<i>Breve historia de la evolución del merengue</i>	I can make comparisons between the merengue and a type of music or dance from my culture.
<i>Exploración cultural</i>	<i>Producción de cacao orgánico</i>	I can answer questions about the production of cacao.
<i>Exploración cultural</i>	<i>Liga de béisbol profesional de República Dominicana</i>	I can answer questions about baseball leagues in the Dominican Republic.

5. Communities

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

Section	Title	Can-Do/Description
<i>El imperfecto</i>	<i>En la comunidad</i>	Partner with a local elementary school

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 8: Cuba

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 answer simple questions about technology use.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking	I can talk about problems I have experienced online.
<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking	I can talk with someone about my

			personal use of technology.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can answer simple questions about technology use.
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: Tecnología 1</i>	Reading	I can determine whether a statement is true.
<i>Materiales auténticos</i>	<i>¿Por qué tener un hogar inteligente?</i>	Reading	I can understand words and phrases in an infographic about smart homes.
<i>Materiales auténticos</i>	<i>¿Adicto a las redes sociales?</i>	Reading	I can understand words and phrases in an infographic about social media use.
<i>Materiales auténticos</i>	<i>El nuevo iPhone</i>	Listening	I can understand a video about an iPhone.
<i>Materiales auténticos</i>	<i>Anuncio de Walmart</i>	Listening	I can understand a commercial.
<i>Materiales auténticos</i>	<i>La tecnología y las mujeres</i>	Reading	I can understand words and phrases in an infographic about technology.
<i>Entrevistas</i>	<i>Mariel</i>	Listening	I can understand some of what someone says in an interview.
<i>Entrevistas</i>	<i>Luis</i>	Listening	I can understand some of what someone says in an interview.
<i>Lecturas</i>	<i>Fidel Castro</i>	Reading	I can read about a Cuban leader.
<i>Lecturas</i>	<i>Gloria Estefan</i>	Reading	I can read about a famous Cuban singer and producer.
Integrated Performance Assessment	Interpretive Reading	Reading	I can read infographics about online learning.
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: Tecnología 5</i>	Writing	I can write a text message to my friend about where and when to meet.

<i>Actividades</i>	<i>Actividad 7: Tecnología 7</i>	Writing	I can write a persuasive letter about the use of technology in the classroom.
<i>Actividades</i>	<i>Actividad 21: El imperfecto con el pretérito 5</i>	Writing	I can write a short story about what I did last night.
<i>Entrevistas</i>	<i>¿Y tú?</i>	Speaking	I can answer simple questions about social media.
<i>¡Vamos a charlar!</i>	Presentational #1	Speaking	I can describe what I am doing right now.
<i>Capítulo 8: Examen</i>	<i>Parte 2: A escribir</i>	Writing	Write about your new computer
Integrated Performance Assessment	Presentational Writing	Writing	I can write an email to express my opinion on the topic of online classes.

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>Palabras cubanas</i>	I can make comparisons between regional words in Cuba and regional words in my country.

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>Palabras cubanas</i>	I can make comparisons between regional words in Cuba and regional words in my country.

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>Fidel Castro</i>	I can read about a Cuban leader.
<i>Lecturas</i>	<i>Gloria Estefan</i>	I can read about a famous Cuban singer and producer.

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 Cuba</i>	City Tour	Learn about the city of Havana

<i>Exploración cultural</i>	<i>Palabras cubanas</i>	I can make comparisons between regional words in Cuba and regional words in my country.
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>Tecnología</i>		Technology related vocabulary
<i>Acciones recíprocas</i>		Reciprocal verbs
<i>El pretérito vs. el imperfecto</i>		Preterite vs. imperfect
<i>El imperfecto con el pretérito</i>		Using imperfect and preterite together
<i>Exploración cultural</i>	<i>Palabras cubanas</i>	I can make comparisons between regional words in Cuba and regional words in my country.
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>Introducción a Cuba</i>		Basic information about Cuba
<i>Viajamos por Cuba</i>	City Tour	Learn about the city of Havana
<i>Viajamos por Cuba</i>	<i>La Habana</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Cuba to help me explain and understand the perspectives of the target culture.
<i>Exploración cultural</i>	Mechanics	I can answer questions about mechanics in Cuba.
<i>Exploración cultural</i>	<i>Ana de Armas</i>	I can answer questions about a Cuban actress.
<i>Exploración cultural</i>	<i>Palabras cubanas</i>	I can make comparisons between regional words in Cuba and regional words in my country.
<i>Lecturas</i>	<i>Fidel Castro</i>	I can read about a Cuban leader.
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>Tecnología</i>	<i>En la comunidad</i>	Go online and use your Spanish
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 9: Puerto Rico		

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>Actividades</i>	<i>Actividad 9: Las carreras 9</i>	Writing	I can develop a simple interview for a famous person about their profession.
<i>¡Vamos a charlar!</i>	<i>Preguntas personales</i>	Speaking	I can answer questions about my future career.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking	I can talk with someone about school or work.
<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking	I can talk about the details of a career.
<i>¡Vamos a charlar!</i>	Interpersonal #3	Speaking	I can ask and respond to simple questions about my classes and career choice.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can have a conversation about attending a university in Puerto Rico.
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 6: Las carreras 6</i>	Reading	I can identify a field of study based on a simple description.
<i>Materiales auténticos</i>	<i>El horario</i>	Reading	I can read a school schedule.
<i>Materiales auténticos</i>	<i>Colegio Isabel la Católica</i>	Reading	I can read a school transcript.
<i>Materiales auténticos</i>	<i>Cómo estudiar mejor</i>	Reading	I can understand words and phrases in an infographic about studying online.
<i>Materiales auténticos</i>	<i>¿Cómo hacer una carta de oferta?</i>	Listening	I can understand some of what someone says in a video.
<i>Materiales auténticos</i>	<i>Los trabajos más buscados en Puerto Rico</i>	Reading	I can understand an article excerpt about the current job market in Puerto Rico.

<i>Materiales auténticos</i>	<i>Avisos de empleo</i>	Reading	I can understand words and phrases in job advertisements.
<i>Entrevistas</i>	<i>Mariel</i>	Listening	I can understand some of what someone says in an interview.
<i>Entrevistas</i>	<i>Luis</i>	Listening	I can understand some of what someone says in an interview.
<i>Lecturas</i>	<i>Joaquin Phoenix</i>	Reading	I can read about a Puerto Rican actor.
<i>Lecturas</i>	<i>Reggaetón</i>	Reading	I can read about a music genre.
Integrated Performance Assessment	Interpretive Reading and Listening 1	Reading/Listening	I can understand an interview about someone studying abroad in Puerto Rico. I can read an article about someone studying abroad in Puerto Rico.
Integrated Performance Assessment	Interpretive Reading and Listening 2	Reading/Listening	I can understand a video about an American studying abroad in Puerto Rico. I can read an article about an American studying abroad in Puerto Rico.

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 2: Las carreras 2</i>	Writing	I can create a list of classes and professions in different categories.
<i>Actividades</i>	<i>Actividad 3: Las carreras 3</i>	Writing	I can create a list of classes needed to pursue a variety of careers.
<i>Actividades</i>	<i>Actividad 4: Las carreras 4</i>	Writing	I can write about famous people and their careers.
<i>Actividades</i>	<i>Actividad 7: Las carreras 7</i>	Writing	I can write a job description for a variety of professions.
<i>Entrevistas</i>	<i>¿Y tú?</i>	Speaking	I can answer simple questions about my career plans.

<i>¡Vamos a charlar!</i>	Presentational #1	Speaking	I can talk about my future career.
<i>Capítulo 9: Examen</i>	<i>Parte 2: A escribir</i>	Writing	Write about a career you would like to have
Integrated Performance Assessment	Presentational Writing	Writing	I can write an essay for a university application.
2. Culture			
2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.			
Section	Title	Can-Do/Description	
<i>Exploración cultural</i>	<i>San Juan de Puerto Rico</i>	I can answer questions about festivals in Puerto Rico.	
<i>Exploración cultural</i>	<i>Festival de Chiringas en la Perla</i>	I can answer questions about a kite festival in Puerto Rico.	
2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.			
Section	Title	Can-Do/Description	
<i>Exploración cultural</i>	<i>San Juan de Puerto Rico</i>	I can answer questions about festivals in Puerto Rico.	
<i>Exploración cultural</i>	<i>Festival de Chiringas en la Perla</i>	I can answer questions about a kite festival in Puerto Rico.	
<i>Lecturas</i>	<i>Reggaetón</i>	I can read about a music genre.	
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>El futuro</i>	<i>¿Qué piensas?</i> The Future of Puerto Rico	Learn about Puerto Rico as a commonwealth of the United States	
<i>Exploración cultural</i>	<i>San Juan de Puerto Rico</i>	I can answer questions about festivals in Puerto Rico.	
<i>Exploración cultural</i>	<i>Festival de Chiringas en la Perla</i>	I can answer questions about a kite festival in Puerto Rico.	
<i>Lecturas</i>	<i>Joaquin Phoenix</i>	I can read about a Puerto Rican actor.	
<i>Lecturas</i>	<i>Reggaetón</i>	I can read about a music genre.	
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>Lecturas</i>	<i>Reggaetón</i>	I can read about a music genre.	
<i>Exploración cultural</i>	<i>San Juan de Puerto Rico</i>	I can answer questions about festivals in Puerto Rico.	
<i>Exploración cultural</i>	<i>Festival de Chiringas en la Perla</i>	I can answer questions about a kite festival in Puerto Rico.	

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>Las carreras</i>		Careers
<i>Ir + a + infinitivo</i>		Future tense
<i>El futuro</i>		Future tense
<i>Saber y conocer</i>		<i>Saber vs. conocer</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>Introducción a Puerto Rico</i>		Learn basic information about Puerto Rico
<i>Viajamos por Puerto Rico</i>	<i>San Germán</i>	I can use words, phrase, and simple sentences to identify and describe cultural products and practices in Puerto Rico to help me explain and understand the perspectives of the target culture.
<i>Exploración cultural</i>	<i>Los más felices de América Latina</i>	I can make comparisons between the happiness rates in some Latin American countries and my country.
<i>Exploración cultural</i>	<i>¿Cómo piensan los jóvenes de Puerto Rico?</i>	I can make comparisons between young people in Puerto Rico and in my country.
<i>Exploración cultural</i>	<i>San Juan de Puerto Rico</i>	I can answer questions about festivals in Puerto Rico.
<i>Exploración cultural</i>	<i>Festival de Chiringas en la Perla</i>	I can answer questions about a kite festival in Puerto Rico.
<i>Lecturas</i>	<i>Reggaetón</i>	I can read about a music genre.
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>Saber y conocer</i>	<i>En la comunidad</i>	Identify professions that require proficiency in Spanish
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 10: Guinea Ecuatorial
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>Actividades</i>	<i>Actividad 4: El ambiente</i>	Speaking	Discuss environmental issues and possible solutions
<i>¡Vamos a charlar!</i>	<i>Preguntas personales</i>	Speaking	I can answer questions about recycling.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking	I can talk with someone about taking care of the environment.
<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking	I can talk with someone about a community recycling program.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can talk with someone about taking care of the environment.

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

Section	Title	Mode	Can-Do/Description
<i>Actividades</i>	<i>Actividad 1: El ambiente 1</i>	Reading	I can match an environmental related word with its definition.
<i>Actividades</i>	<i>Actividad 8: El futuro 1</i>	Reading	Match the future tense with its <i>ir + a</i> + infinitive equivalent.
<i>Materiales auténticos</i>	<i>¿Cómo se contamina el agua?</i>	Listening	I can understand words and phrases in a video about contaminating water.
<i>Materiales auténticos</i>	<i>Medio de transporte alternativo</i>	Reading	I can understand words and phrases in an infographic about alternative methods of transportation.
<i>Materiales auténticos</i>	<i>El reciclaje</i>	Reading	I can understand words and phrases in an infographic about recycling.
<i>Materiales auténticos</i>	<i>Día de la Tierra</i>	Reading	I can understand words and phrases in an infographic about Earth Day.

<i>Materiales auténticos</i>	<i>Annobón</i>	Reading	I can read an excerpt about a volcano in Equatorial Guinea.
<i>Exploración cultural</i>	<i>Guinea Ecuatorial denuncia represión y censura</i>	Listening/Reading	I can answer questions about the political situation in Equatorial Guinea.
<i>Entrevistas</i>	<i>Mariel</i>	Listening	I can understand some of what someone says in an interview.
<i>Entrevistas</i>	<i>Luis</i>	Listening	I can understand some of what someone says in an interview.
<i>Lecturas</i>	<i>Un país hispanoparlante</i>	Reading	I can read about the languages spoken in Equatorial Guinea.
<i>Lecturas</i>	<i>Recursos naturales y desarrollo económico</i>	Reading	I can read about the natural resources in Equatorial Guinea.
Integrated Performance Assessment	Interpretive Listening	Listening	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Equatorial Guinea to help me explain and understand the perspectives of the target culture. I can understand a public service announcement about the environment.

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: El ambiente 5</i>	Writing	I can create a list of environmental terms grouped by category.
<i>Actividades</i>	<i>Actividad 6: El ambiente 6</i>	Writing	I can write a short letter offering advice about recycling.
<i>Actividades</i>	<i>Actividad 7: El ambiente 7</i>	Writing	I can write a simple solution to an environmental problem.
<i>Actividades</i>	<i>Actividad 11: El futuro 4</i>	Speaking	I can talk about what I will do this afternoon.

<i>Exploración Cultural</i>	<i>Spot 7mo Festival Internacional Malabo Hip Hop</i>	Writing	I can present a plan for a music festival.
<i>Entrevistas</i>	<i>¿Y tú?</i>	Speaking	I can answer simple questions about how I help the environment.
<i>¡Vamos a charlar!</i>	Presentational #1	Speaking	I can present basic information about something I learned.
<i>Capítulo 10: Examen</i>	<i>Parte 2: A hablar</i>	Speaking	Talk about things that you are going to do in order to protect the environment
Integrated Performance Assessment	Presentational Speaking	Speaking	I can present basic information about something I learned.

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 Guinea Ecuatorial</i>	<i>Parque Nacional de Malabo</i>	Learn about a national park in Equatorial Guinea
<i>Exploración Cultural</i>	<i>Spot 7mo Festival Internacional Malabo Hip Hop</i>	I can present a plan for a music festival.
<i>Exploración cultural</i>	<i>Guinea Ecuatorial denuncia represión y censura</i>	I can answer questions about the political situation in Equatorial Guinea.
<i>Exploración cultural</i>	The Languages of Equatorial Guinea	I can answer questions about the languages spoken in Equatorial Guinea.

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>Día de la Independencia de Guinea Ecuatorial</i>	I can make comparisons between Independence Day celebrations in Equatorial Guinea and where I live.

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>El ambiente</i>	<i>¿Qué piensas?</i>	Environmental Problems and Equatorial Guinea

<i>Exploración cultural</i>	<i>Guinea Ecuatorial denuncia represión y censura</i>	I can answer questions about the political situation in Equatorial Guinea.
<i>Exploración cultural</i>	The Languages of Equatorial Guinea	I can answer questions about the languages spoken in Equatorial Guinea.
<i>Lecturas</i>	<i>Un país hispanoparlante</i>	I can read about the languages spoken in Equatorial Guinea.
<i>Lecturas</i>	<i>Recursos naturales y desarrollo económico</i>	I can read about the natural resources in Equatorial Guinea.
<i>Capítulo 10: Examen</i>	<i>Parte 2: A hablar</i>	Talk about things that you are going to do in order to protect the environment

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 Guinea Ecuatorial</i>	<i>Parque Nacional de Malabo</i>	Learn about a national park in Equatorial Guinea
<i>Exploración Cultural</i>	<i>Spot 7mo Festival Internacional Malabo Hip Hop</i>	I can present a plan for a music festival.
<i>Exploración cultural</i>	<i>Guinea Ecuatorial denuncia represión y censura</i>	I can answer questions about the political situation in Equatorial Guinea.
<i>Exploración cultural</i>	The Languages of Equatorial Guinea	I can answer questions about the languages spoken in Equatorial Guinea.
<i>Exploración cultural</i>	<i>Día de la Independencia de Guinea Ecuatorial</i>	I can make comparisons between Independence Day celebrations in Equatorial Guinea and where I live.

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 ambiente</i>		Environment related vocabulary
<i>El futuro</i>		Future tense
<i>Exploración cultural</i>	The Languages of Equatorial Guinea	I can answer questions about the languages spoken in Equatorial Guinea.
<i>Exploración cultural</i>	<i>El español de Guinea Ecuatorial</i>	I can compare slang words in Equatorial Guinea with where I live.

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>Introducción a Guinea Ecuatorial</i>		Learn basic information about Equatorial Guinea

<i>Viajamos por Guinea Ecuatorial</i>	<i>Parque Nacional de Malabo</i>	Learn about a national park in Equatorial Guinea
<i>Exploración cultural</i>	Fang Tribes	I can compare the diversity in Equatorial Guinea with diversity in my community.
<i>Exploración Cultural</i>	<i>Spot 7mo Festival Internacional Malabo Hip Hop</i>	I can present a plan for a music festival.
<i>Exploración cultural</i>	<i>Guinea Ecuatorial denuncia represión y censura</i>	I can answer questions about the political situation in Equatorial Guinea.
<i>Exploración cultural</i>	The Languages of Equatorial Guinea	I can answer questions about the languages spoken in Equatorial Guinea.
<i>Exploración cultural</i>	<i>Día de la Independencia de Guinea Ecuatorial</i>	I can make comparisons between Independence Day celebrations in Equatorial Guinea and where I live.

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
Integrated Performance Assessment	Interpretive Listening	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Equatorial Guinea to help me explain and understand the perspectives of the target culture. I can understand a public service announcement about the environment.
Integrated Performance Assessment	Interpersonal Speaking	I can talk with someone about taking care of the environment.

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 11: Estados Unidos

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>Actividades</i>	<i>Actividad 10: Días festivos 10</i>	Speaking	Compare your holiday traditions with a classmate

<i>¡Vamos a charlar!</i>	<i>Preguntas personales</i>	Speaking	I can answer questions about holidays.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking	I can talk about how I celebrate birthdays.
<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking	I can talk about the holidays that I celebrate.
<i>¡Vamos a charlar!</i>	Interpersonal #3	Speaking	I can talk about my favorite holiday and the different activities I partake in during that holiday.
Integrated Performance Assessment	Interpersonal Writing	Writing	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in the U.S. to help me explain and understand the perspectives of the target culture. I can write answers to questions about holidays.

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 5: Días festivos 5</i>	Reading	Associate holidays with specific words and phrases
<i>Materiales auténticos</i>	<i>¿Qué celebramos el 12 de octubre?</i>	Reading	I can answer questions about different perspectives on October 12.
<i>Materiales auténticos</i>	<i>Cinco de mayo</i>	Reading	I can understand words and phrases in an infographic about <i>Cinco de mayo</i> .
<i>Materiales auténticos</i>	<i>Día Internacional de la Familia</i>	Reading	I can understand words and phrases in an infographic about <i>Día Internacional de la Familia</i> .
<i>Materiales auténticos</i>	<i>El valor de ser</i>	Listening	I can understand an advertisement for Pride Month.

<i>Materiales auténticos</i>	IKEA	Listening	I can understand a video about Christmas.
<i>Materiales auténticos</i>	<i>Propósitos</i>	Reading	I can understand words and phrases in an infographic about resolutions.
<i>Entrevistas</i>	<i>Mariel</i>	Listening	I can understand some of what someone says in an interview.
<i>Entrevistas</i>	<i>Luis</i>	Listening	I can understand some of what someone says in an interview.
<i>Lecturas</i>	<i>Dolores Huerta</i>	Reading	I can read about an American labor activist.
<i>Lecturas</i>	<i>Hispanohablantes de los Estados Unidos</i>	Reading	I can read about Spanish speakers in the United States.
Integrated Performance Assessment	Interpretive Reading	Reading	I can read an infographic about Day of the Dead.
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: Días festivos 1</i>	Writing	I can write a paragraph explaining a holiday that I do not celebrate.
<i>Actividades</i>	<i>Actividad 6: Días festivos 6</i>	Writing	I can write a postcard message about a holiday that I celebrate.
<i>Actividades</i>	<i>Actividad 9: Días festivos 9</i>	Writing	I can write a brief explanation of my family holiday traditions.
<i>Actividades</i>	<i>Actividad 11: Días festivos 11</i>	Writing	I can write an invitation to a party that I planned.
<i>Actividades</i>	<i>Actividad 13: ¡A hablar!</i>	Speaking	I can have a conversation about holiday celebrations.
<i>Entrevistas</i>	<i>¿Y tú?</i>	Speaking	I can answer simple questions about holidays and festivals.
<i>¡Vamos a charlar!</i>	Presentational #1	Speaking	I can present basic information about holidays.
<i>Capítulo 11: Examen</i>	<i>Parte 2: A hablar</i>	Speaking	Describe your favorite holiday

Integrated Performance Assessment	Presentational Writing	Writing	I can write a paragraph explaining a holiday to someone who doesn't celebrate it.
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	
Actividades	Actividad 1: Días festivos 1	I can write a paragraph explaining a holiday that I do not celebrate.	
Viajamos por Estados Unidos	Hispanic Heritage Fest	I can make comparisons between Hispanic Heritage celebrations.	
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	
Viajamos por Estados Unidos	Hispanic Heritage Fest	I can make comparisons between Hispanic Heritage celebrations.	
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	
Actividades	Actividad 1: Días festivos 1	I can write a paragraph explaining a holiday that I do not celebrate.	
Materiales auténticos	¿Qué celebramos el 12 de octubre?	I can answer questions about different perspectives on October 12.	
Materiales auténticos	Cinco de mayo	I can understand words and phrases in an infographic about Cinco de mayo.	
Materiales auténticos	Día Internacional de la Familia	I can understand words and phrases in an infographic about Día Internacional de la Familia.	
Lecturas	Dolores Huerta	I can read about an American labor activist.	
Lecturas	Hispanohablantes de los Estados Unidos	I can read about Spanish speakers in the United States.	
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	
Actividades	Actividad 1: Días festivos 1	I can write a paragraph explaining a holiday that I do not celebrate.	
Materiales auténticos	¿Qué celebramos el 12 de octubre?	I can answer questions about different perspectives on October 12.	

<i>Materiales auténticos</i>	<i>Cinco de mayo</i>	I can understand words and phrases in an infographic about <i>Cinco de mayo</i> .
<i>Materiales auténticos</i>	<i>Día Internacional de la Familia</i>	I can understand words and phrases in an infographic about <i>Día Internacional de la Familia</i> .
<i>Viajamos por Estados Unidos</i>	Hispanic Heritage Fest	I can make comparisons between Hispanic Heritage celebrations.
<i>Lecturas</i>	<i>Hispanohablantes de los Estados Unidos</i>	I can read about Spanish speakers in the United States.
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>Días festivos</i>		Holiday and festival related vocabulary
<i>Por vs. para</i>		The difference between <i>por</i> and <i>para</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>Introducción a Estados Unidos</i>		Basic information about the United States
<i>Viajamos por Estados Unidos</i>	Hispanic Heritage Fest	I can make comparisons between Hispanic Heritage celebrations.
<i>Viajamos por Estados Unidos</i>	<i>Panorama: El Día de los Muertos</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in the U.S. to help me explain and understand the perspectives of the target culture.
<i>Exploración cultural</i>	<i>¿Los chicanos son mexicanos?</i>	I can listen to and understand words and phrases from a video about the origin of the word “chicanos”.
<i>Lecturas</i>	<i>Hispanohablantes de los Estados Unidos</i>	I can read about Spanish speakers in the United States.
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>Magda Ramirez-Castañeda En la comunidad</i>	Research and create a posterboard about civil rights movements in your community
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

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