

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

Voces por el mundo 3

Voces por el mundo 3 is an award-winning, highly effective Spanish curriculum for intermediate-level learners. *Voces por el mundo 3* will take your 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 3* 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: Venezuela			
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 provide personal information about myself and friends.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking	I can discuss important personality traits.
<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking	I can discuss personality traits for work.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can describe myself and why I would be a good mentor. I can ask and answer questions in a conversation about a mentor program.
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 2: Nuevos amigos 2</i>	Reading	I can interpret a simple description.
<i>Actividades</i>	<i>Actividad 9: Nuevos amigos 9</i>	Reading	I can interpret simple statements about someone's personal characteristics.
<i>Actividades</i>	<i>Actividad 10: Nuevos amigos 10</i>	Reading	I can understand a paragraph about a person's family.

<i>Materiales auténticos</i>	<i>Señales de un buen amigo</i>	Reading	I can read and understand an infographic about the signs of a good friend.
<i>Materiales auténticos</i>	<i>Yulimar Rojas</i>	Reading	I can understand an article about Yulimar Rojas.
<i>Materiales auténticos</i>	<i>Deyna Castellanos</i>	Reading	I can read and understand an infographic about Deyna Castellanos.
<i>Materiales auténticos</i>	<i>Las nacionalidades</i>	Reading	I can read and understand an infographic about Spanish-speaking people living in the United States and where they are from.
<i>Exploración cultural</i>	<i>Un tesoro de la naturaleza</i>	Reading	I can answer questions about the diverse landscapes and unique wildlife of Venezuela and the environmental challenges it faces.
<i>Exploración cultural</i>	<i>Destino turístico</i>	Reading	I can write about a festival I would attend in Venezuela. I can read an article about festivals and events in Venezuela.
<i>Exploración cultural</i>	<i>Fiesta de locos y locainas</i>	Reading	I can understand the main idea and some details in an article about a celebration in Venezuela.
<i>Exploración cultural</i>	<i>Verónica Barboza</i>	Reading	I can understand biographical information. I can identify the topic and some details in an article.
<i>Exploración cultural</i>	<i>Hallacas venezolanas</i>	Reading	I can understand a written narrative about a cultural product.
<i>Entrevistas</i>	<i>Cora</i>	Listening	I can understand some of what a person from Argentina says in an

			interview.
<i>Entrevistas</i>	<i>Josep</i>	Listening	I can understand some of what someone says in an interview about transportation in Spain.
<i>Lecturas</i>	<i>La capital de los relámpagos</i>	Reading	I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about the geography and weather in Venezuela.
<i>Lecturas</i>	<i>La corona de belleza</i>	Reading	I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about the history of beauty pageants in Venezuela.
Integrated Performance Assessment	Interpretive Reading	Reading	I can answer comprehension questions about the qualities of a good mentor. I can read and interpret an authentic article.
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: Nuevos amigos 5</i>	Writing	I can make simple statements to describe myself.
<i>Actividades</i>	<i>Actividad 7: Nuevos amigos 7</i>	Writing	I can make simple statements to describe people.
<i>Entrevistas</i>	<i>¿Y tú?</i>	Speaking	Answer questions about yourself
<i>¡Vamos a charlar!</i>	Presentational #1	Speaking	I can talk about how my personality influences my reactions.
Integrated Performance Assessment	Presentational Writing	Writing	I can describe myself including my strengths

			and areas for improvement. I can state personal information about myself on an 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>Viajamos por Venezuela</i>	<i>Panorama: La plaza de Caracas</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Venezuela.	
<i>Exploración cultural</i>	<i>Destino turístico</i>	I can write about a festival I would attend in Venezuela. I can read an article about festivals and events in Venezuela.	
<i>Exploración cultural</i>	<i>Joropo: bailando con alegría</i>	I can follow dance instructions in Spanish. I can comprehend the cultural significance and key features of a traditional dance and music genre in Venezuela.	
<i>Exploración cultural</i>	<i>Fiesta de locos y locainas</i>	I can understand the main idea and some details in an article about a celebration in Venezuela.	
<i>Exploración cultural</i>	<i>Verónica Barboza</i>	I can make comparisons between practices to help understand perspectives.	
<i>Lecturas</i>	<i>La corona de belleza</i>	I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about the history of beauty pageants in Venezuela.	
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 Venezuela</i>	<i>Panorama: La plaza de Caracas</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Venezuela.	
<i>Exploración cultural</i>	<i>Hallacas venezolanas</i>	I can answer questions about a traditional Venezuelan food.	

		I can compare cultural products from different countries.
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>Introducción a Venezuela</i>		See statistics and a map of Venezuela
<i>Viajamos por Venezuela</i>	<i>El mapa</i>	Interpret a map of Venezuela
<i>Exploración cultural</i>	<i>Un tesoro de la naturaleza</i>	I can answer questions about the diverse landscapes and unique wildlife of Venezuela and the environmental challenges it faces.
<i>Exploración cultural</i>	<i>Joropo: bailando con alegría</i>	I can follow dance instructions in Spanish. I can comprehend the cultural significance and key features of a traditional dance and music genre in Venezuela.
<i>Exploración cultural</i>	<i>Hallacas venezolanas</i>	I can answer questions about a traditional Venezuelan food. I can compare cultural products from different countries.
<i>Lecturas</i>	<i>La capital de los relámpagos</i>	I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about the geography and weather in Venezuela.
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>Un tesoro de la naturaleza</i>	I can answer questions about the diverse landscapes and unique wildlife of Venezuela and the environmental challenges it faces.
<i>Exploración cultural</i>	<i>Destino turístico</i>	I can write about a festival I would attend in Venezuela. I can read an article about festivals and events in Venezuela.
<i>Exploración cultural</i>	<i>Joropo: bailando con alegría</i>	I can follow dance instructions in Spanish.

		I can comprehend the cultural significance and key features of a traditional dance and music genre in Venezuela.
<i>Exploración cultural</i>	<i>Fiesta de locos y locainas</i>	I can understand the main idea and some details in an article about a celebration in Venezuela.
<i>Exploración cultural</i>	<i>Verónica Barboza</i>	I can make comparisons between practices to help understand perspectives.
<i>Exploración cultural</i>	<i>La voz afrodescendiente</i>	I can answer questions about the Afro-descendant voice in Venezuela.
<i>Exploración cultural</i>	<i>Hallacas venezolanas</i>	I can answer questions about a traditional Venezuelan food. I can compare cultural products from different countries.

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>Nuevos amigos</i>		Vocabulary to describe people
<i>Concordancia de adjetivos</i>		Gender number agreement
<i>Nacionalidades</i>		Discuss nationalities
<i>«Ser» y «estar»</i>		The verbs “to be”
<i>Actividades</i>	<i>Actividad 14: Ser y estar 4</i>	I can determine whether <i>ser</i> or <i>estar</i> should be used in a sentence.

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>Destino turístico</i>	I can write about a festival I would attend in Venezuela. I can read an article about festivals and events in Venezuela.
<i>Exploración cultural</i>	<i>Joropo: bailando con alegría</i>	I can follow dance instructions in Spanish. I can comprehend the cultural significance and key features of a traditional dance and music genre in Venezuela.
<i>Exploración cultural</i>	<i>Fiesta de locos y locainas</i>	I can understand the main idea and some details in an article about a celebration in Venezuela.
<i>Exploración cultural</i>	<i>Verónica Barboza</i>	I can make comparisons between practices to help understand

		perspectives.
<i>Exploración cultural</i>	<i>La voz afrodescendiente</i>	I can answer questions about the Afro-descendant voice in Venezuela.
<i>Exploración cultural</i>	<i>Hallacas venezolanas</i>	I can answer questions about a traditional Venezuelan food. I can compare cultural products from different countries.
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
«Ser» y «estar»	<i>En la comunidad</i>	Send texts, follow popular sports or music stars on social media, subscribe to a Spanish word-of-the-day service
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: Ecuador			
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 talk about driving.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking	I can discuss my concerns about driving.
<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking	I can explain a car problem and get help sent to my location.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can use transportation vocabulary to ask and answer questions when purchasing a truck. I can express likes and dislikes related to a vehicle. I can ask questions about a vehicle advertisement.

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

Section	Title	Mode	Can-Do/Description
<i>Actividades</i>	<i>Actividad 4: Explorando el mundo 4</i>	Reading	I can understand a simple sentence about driving.
<i>Actividades</i>	<i>Actividad 17: Ponerse + adjetivo 3</i>	Reading	I can interpret a simple statement and determine how someone would feel in that situation.
<i>Materiales auténticos</i>	<i>Autos del futuro</i>	Reading	I can read and understand an infographic about cars of the future.
<i>Materiales auténticos</i>	<i>Autos eléctricos</i>	Reading	I can read and understand an infographic about electric cars.
<i>Materiales auténticos</i>	<i>Los autos más populares en Latinoamérica</i>	Reading	I can read and understand an infographic about the most popular cars in Latin America.
<i>Materiales auténticos</i>	<i>¿Se te ponchó una llanta?</i>	Reading	I can read and understand an infographic about how to change a tire.
<i>Materiales auténticos</i>	<i>Cotacachi, el pueblo mágico</i>	Listening	I can understand some words in a video about Cotacachi.
<i>Materiales auténticos</i>	<i>Los Ríos, Ecuador</i>	Listening	I can understand some words in a video about Los Ríos, Ecuador.
<i>Exploración cultural</i>	<i>Destino de surf</i>	Reading	I can summarize a text. I can identify the main ideas in a text.
<i>Entrevistas</i>	<i>Cora</i>	Listening	I can understand some of what someone says in an interview about transportation in Argentina.
<i>Entrevistas</i>	<i>Josep</i>	Listening	I can understand some of what someone says in an interview about transportation in Spain.
<i>Lecturas</i>	<i>El Parque de las Iguanas</i>	Reading	I can follow the main message in various time

			frames in a straightforward, and sometimes descriptive, paragraph-length information text about a unique park in Guayaquil, Ecuador.
<i>Lecturas</i>	<i>El año viejo</i>	Reading	I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about New Year's Eve traditions in Ecuador.
Integrated Performance Assessment	Interpretive Reading	Reading	I can answer comprehension questions about an advertisement. I can read and interpret an internet advertisement for a car.
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: Explorando el mundo 7</i>	Writing	I can write a paragraph to describe a driving mishap.
<i>Actividades</i>	<i>Actividad 8: Explorando el mundo 8</i>	Speaking	I can describe some of what I see at the scene of a car accident.
<i>Actividades</i>	<i>Actividad 13: Los verbos irregulares del pretérito 5</i>	Writing	I can write simple sentences about things that have already taken place.
<i>Actividades</i>	<i>Actividad 14: Los verbos irregulares del pretérito 6</i>	Writing	I can write a short story about driving a car.
<i>Entrevistas</i>	<i>¿Y tú?</i>	Speaking	Answer questions about your experience and preferences with transportation
<i>¡Vamos a charlar!</i>	Presentational #1	Speaking	I can present about the effects of ignoring traffic laws in other countries.

Integrated Performance Assessment	Presentation Writing	Writing	I can express the positive and negative characteristics of a vehicle. I can describe a vehicle based on an advertisement and conversation.
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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 Ecuador</i>	<i>Panorama: Las Galápagos</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>Guayasamín</i>	I can identify products and practices to help me understand perspectives in Ecuador.
<i>Exploración cultural</i>	<i>Un encuentro que cambió el fútbol</i>	I can answer questions about Ecuadorian soccer.

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 Ecuador</i>	<i>Panorama: Las Galápagos</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>Mercado de Otavalo</i>	I can share what I saw in a video about Otavalo Market in Ecuador. I can understand an article about Otavalo Market and the cultural significance of this market in Ecuador.
<i>Exploración cultural</i>	<i>Guayasamín</i>	I can identify products and practices to help me understand perspectives in Ecuador.

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>Introducción a Ecuador</i>		See statistics and a map of

		Ecuador
<i>Materiales auténticos</i>	<i>Autos eléctricos</i>	I can read and understand an infographic about electric cars.
<i>Exploración cultural</i>	<i>Las islas Galápagos</i>	I can express the importance of following rules to protect the Galápagos Islands. I can understand an article about the Galápagos Islands, including information about animals and their importance.
<i>Exploración cultural</i>	<i>La línea imaginaria que divide el mundo</i>	I can write about Ecuador's geography and the equator. I can read an article about the equator in Ecuador.
<i>Exploración cultural</i>	<i>La moneda oficial</i>	I can understand the main idea and information in a reading about money.

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>Mercado de Otavalo</i>	I can share what I saw in a video about Otavalo Market in Ecuador. I can understand an article about Otavalo Market and the cultural significance of this market in Ecuador.
<i>Exploración cultural</i>	<i>Las islas Galápagos</i>	I can express the importance of following rules to protect the Galápagos Islands. I can understand an article about the Galápagos Islands, including information about animals and their importance.
<i>Exploración cultural</i>	<i>La moneda oficial</i>	I can understand the main idea and information in a reading about money.
<i>Exploración cultural</i>	<i>Guayasamín</i>	I can identify products and practices to help me understand perspectives in Ecuador.
<i>Exploración cultural</i>	<i>Un encuentro que cambió el fútbol</i>	I can answer questions about Ecuadorian soccer.

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>Explorando el mundo</i>		Vocabulary related to driving

<i>Los verbos irregulares del pretérito</i>	Irregular preterite verbs
<i>Ponerse + adjetivo</i>	Describe how people react to particular situations
<i>Objetos directos e indirectos</i>	Direct and indirect object pronouns

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

Section	Title	Can-Do/Description
<i>Exploración cultural</i>	<i>Mercado de Otavalo</i>	I can share what I saw in a video about Otavalo Market in Ecuador. I can understand an article about Otavalo Market and the cultural significance of this market in Ecuador.
<i>Exploración cultural</i>	<i>Guayasamín</i>	I can identify products and practices to help me understand perspectives in Ecuador.
<i>Exploración cultural</i>	<i>Un encuentro que cambió el fútbol</i>	I can answer questions about Ecuadorian soccer.

5. Communities

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Section	Title	Can-Do/Description
Can-Do Checklist		Can-Do self-assessment

Capítulo 3: Colombia

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 8: El plato perfecto 8</i>	Writing	I can answer simple questions about my food and drink preferences.
<i>¡Vamos a charlar!</i>	<i>Preguntas personales</i>	Speaking	I can respond to questions about foods and ingredients.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking	I can communicate ingredient and food preferences.
<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking	I can discuss eating healthy and give suggestions to others.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can ask a person their food and drink

			<p>preferences.</p> <p>I can interpret and respond to statements about food and drinks in a conversation.</p> <p>I can state my likes and dislikes about food and drinks.</p>
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: El plato perfecto 4</i>	Reading	I can read a description of a food and determine what is being described.
<i>Actividades</i>	<i>Actividad 6: El plato perfecto 6</i>	Reading	I can read a description and determine what food, drink, or tableware is being described.
<i>Materiales auténticos</i>	<i>Comida en Colombia</i>	Reading	I can read and understand an infographic about food in Colombia.
<i>Materiales auténticos</i>	<i>Consumo de frutas y verduras</i>	Reading	I can read and understand an infographic about who eats fruits and vegetables regularly.
<i>Materiales auténticos</i>	<i>Envueltos de mazorca</i>	Listening	I can understand a video about how to make <i>envueltos de mazorca</i> .
<i>Materiales auténticos</i>	<i>Cuy asado</i>	Reading	<p>I can read and understand an infographic about <i>cuy asado</i>.</p> <p>I can understand an article about <i>cuy asado</i>.</p>
<i>Materiales auténticos</i>	<i>Bandeja paisa</i>	Reading	<p>I can read and understand an infographic about <i>bandeja paisa</i>.</p> <p>I can understand an article about <i>bandeja paisa</i>.</p>
<i>Exploración cultural</i>	<i>La arriería colombiana</i>	Reading	I can understand a description of a cultural practice in Colombia.

			I can identify the topic in a short informational text about a traditional Colombian profession.
<i>Exploración cultural</i>	<i>Egan Bernal</i>	Reading	I can understand the main idea and supporting details in a written text.
<i>Exploración cultural</i>	<i>San Basilio de Palenque</i>	Listening	I can identify the topic and related information in a video.
<i>Exploración cultural</i>	<i>La ciudad de oro</i>	Reading	I can recognize key words in an article about the city of El Dorado in Colombia. I can understand an article about the city of El Dorado in Colombia.
<i>Exploración cultural</i>	<i>El arte callejero de Bogotá</i>	Reading Listening	I can understand a video about street art in Colombia. I can understand an article about street art in Colombia.
<i>Exploración cultural</i>	<i>El oro líquido</i>	Reading	I can understand an article about the significance of Colombian coffee.
<i>Exploración cultural</i>	<i>Arepas colombianas</i>	Listening Reading	I can understand a video about preparing food. I can understand a paragraph about food in Colombia.
<i>Entrevistas</i>	<i>Cora</i>	Listening	I can understand some of what someone from Argentina says in an interview about food.
<i>Entrevistas</i>	<i>Josep</i>	Listening	I can understand some of what someone from Spain says in an interview about food.
<i>Lecturas</i>	<i>¿Chocolate con queso?</i>	Reading	I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length

			informational text about food and drinks in Colombia.
<i>Lecturas</i>	<i>Los niños indígenas sobrevivientes</i>	Reading	I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about a survivor story that happened in Colombia.
Integrated Performance Assessment	Interpretive Listening	Listening	I can listen to and identify the steps in a recipe for preparing a juice drink. I can listen to and identify ingredients in a recipe for preparing a juice drink. I can understand a cooking video about preparing a juice drink.
Integrated Performance Assessment	Interpretive Listening	Listening	I can listen to and identify ingredients in a recipe for preparing hot chocolate. I can listen to and identify the steps in a recipe for preparing hot chocolate. I can understand a cooking video about preparing hot chocolate.
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: El plato perfecto 9</i>	Writing	I can write simple descriptions of some foods and drinks.
<i>Actividades</i>	<i>Actividad 10: El plato perfecto 10</i>	Speaking	I can identify and describe some foods that I do and do not like.
<i>Entrevistas</i>	<i>¿Y tú?</i>	Speaking	Answer questions about your food preferences

<i>¡Vamos a charlar!</i>	Presentational #1	Speaking	I can communicate my preferences for ingredients and flavors.
Integrated Performance Assessment	Presentation Writing	Writing	I can write my opinion about a drink. I can create a list of ingredients. I can summarize how to make a Colombian drink. I can describe and illustrate the process of preparing a Colombian drink.

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>Envueltos de mazorca</i>	I can understand a video about how to make <i>envueltos de mazorca</i> .
<i>Viajamos por Colombia</i>	<i>Panorama: El Caño Cristales</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Colombia.
<i>Exploración cultural</i>	<i>La arriería colombiana</i>	I can understand a description of a cultural practice in Colombia.
<i>Exploración cultural</i>	<i>El vallenato</i>	I can make comparisons between products and practices in Colombia to help me understand perspectives.
<i>Exploración cultural</i>	<i>El arte callejero de Bogotá</i>	I can understand the cultural importance of street art in Colombia.
Integrated Performance Assessment	Presentation Writing	I can write my opinion about a drink. I can create a list of ingredients. I can summarize how to make a Colombian drink. I can describe and illustrate the process of preparing a Colombian drink.

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>El plato perfecto</i>		Food related vocabulary,

		including dishes specific to Colombia
<i>Materiales auténticos</i>	<i>Comida en Colombia</i>	I can read and understand an infographic about food in Colombia.
<i>Materiales auténticos</i>	<i>Cuy asado</i>	I can read and understand an infographic about <i>cuy asado</i> . I can understand an article about <i>cuy asado</i> .
<i>Materiales auténticos</i>	<i>Bandeja paisa</i>	I can read and understand an infographic about <i>bandeja paisa</i> . I can understand an article about <i>bandeja paisa</i> .
<i>Viajamos por Colombia</i>	<i>Panorama: El Caño Cristales</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Colombia.
<i>Exploración cultural</i>	<i>El vallenato</i>	I can make comparisons between products and practices in Colombia to help me understand perspectives.
<i>Exploración cultural</i>	<i>El oro líquido</i>	I can understand the importance of coffee as a shared experience in Colombian culture.
<i>Exploración cultural</i>	<i>Arepas colombianas</i>	I can understand the history and cultural significance of food in Colombia.
Integrated Performance Assessment	Interpretive Listening	I can compare typical drinks from Colombia to those of my own culture.
Integrated Performance Assessment	Interpretive Listening	I can compare a hot chocolate drink from Colombia to those of my own 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>Introducción a Colombia</i>		See statistics and a map of Colombia
<i>Exploración cultural</i>	<i>La ciudad de oro</i>	I can share information about El Dorado's historical impact on Colombia.

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>Envueltos de mazorca</i>	I can understand a video about how to make <i>envueltos de</i>

		<i>mazorca.</i>
<i>Materiales auténticos</i>	<i>Comida en Colombia</i>	I can read and understand an infographic about food in Colombia.
<i>Materiales auténticos</i>	<i>Cuy asado</i>	I can read and understand an infographic about <i>cuy asado</i> . I can understand an article about <i>cuy asado</i> .
<i>Materiales auténticos</i>	<i>Bandeja paisa</i>	I can read and understand an infographic about <i>bandeja paisa</i> . I can understand an article about <i>bandeja paisa</i> .
<i>Exploración cultural</i>	<i>La arriería colombiana</i>	I can understand a description of a cultural practice in Colombia. I can identify the topic in a short informational text about a traditional Colombian profession.
<i>Exploración cultural</i>	<i>El vallenato</i>	I can make comparisons between products and practices in Colombia to help me understand perspectives.
<i>Exploración cultural</i>	<i>El arte callejero de Bogotá</i>	I can understand the cultural importance of street art in Colombia.
<i>Exploración cultural</i>	<i>El oro líquido</i>	I can understand the importance of coffee as a shared experience in Colombian culture.
<i>Exploración cultural</i>	<i>Arepas colombianas</i>	I can understand the history and cultural significance of food in Colombia.

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 plato perfecto</i>		Food related vocabulary, including dishes specific to Colombia
<i>Adjetivos y pronombres demostrativos</i>		Demonstrative adjectives & pronouns
<i>El subjuntivo</i>		The subjunctive
<i>Verbos que cambian de raíz y los irregulares del subjuntivo</i>		Irregular and stem-change subjunctive 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>El plato perfecto</i>		Food related vocabulary, including dishes specific to

		Colombia
<i>Materiales auténticos</i>	<i>Envueltos de mazorca</i>	I can understand a video about how to make <i>envueltos de mazorca</i> .
<i>Materiales auténticos</i>	<i>Comida en Colombia</i>	I can read and understand an infographic about food in Colombia.
<i>Materiales auténticos</i>	<i>Cuy asado</i>	I can read and understand an infographic about <i>cuy asado</i> . I can understand an article about <i>cuy asado</i> .
<i>Materiales auténticos</i>	<i>Bandeja paisa</i>	I can read and understand an infographic about <i>bandeja paisa</i> . I can understand an article about <i>bandeja paisa</i> .
<i>Viajamos por Colombia</i>	<i>Panorama: El Caño Cristales</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Colombia.
<i>Exploración cultural</i>	<i>La arriería colombiana</i>	I can understand a description of a cultural practice in Colombia. I can identify the topic in a short informational text about a traditional Colombian profession.
<i>Exploración cultural</i>	<i>El vallenato</i>	I can make comparisons between products and practices in Colombia to help me understand perspectives.
<i>Exploración cultural</i>	<i>El arte callejero de Bogotá</i>	I can understand the cultural importance of street art in Colombia.
<i>Exploración cultural</i>	<i>El oro líquido</i>	I can understand the importance of coffee as a shared experience in Colombian culture.
<i>Exploración cultural</i>	<i>Arepas colombianas</i>	I can understand the history and cultural significance of food in Colombia.
Integrated Performance Assessment	Interpretive Listening	I can compare typical drinks from Colombia to those of my own culture.
Integrated Performance Assessment	Interpretive Listening	I can compare a hot chocolate drink from Colombia to those of my own culture.
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 subjuntivo</i>	<i>En la comunidad</i>	Bring brochures, pictures, souvenirs, etc. from travels to class Take a virtual trip, research travel sites
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: Panamá			
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: Un mundo conectado 4</i>	Writing	I can answer simple questions about technology.
<i>Actividades</i>	<i>Actividad 6: Un mundo conectado 6</i>	Writing	I can answer simple questions about my technology preferences.
<i>¡Vamos a charlar!</i>	<i>Preguntas personales</i>	Speaking	I can respond to questions about my favorite news sources.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking	I can discuss various news sources.
<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking	I can discuss a powerful and positive news story and its impact.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can ask if someone has a social media account. I can ask questions about a past event. I can comment on a response using an opinion statement. I can ask questions about an individual's achievements.
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: Un mundo conectado 3</i>	Reading	I can understand simple sentences about

			technology and the news.
<i>Materiales auténticos</i>	<i>Uso de Twitter en México</i>	Reading	I can read and understand an infographic about Twitter use in Mexico.
<i>Materiales auténticos</i>	<i>Gimnasio panameño</i>	Listening	I can understand a video about gymnastics in Panama.
<i>Materiales auténticos</i>	<i>Migrantes en el Darién</i>	Listening	I can understand a video about migrants in the Darién.
<i>Materiales auténticos</i>	<i>Sequía en el Canal de Panamá</i>	Listening	I can understand a video about the Panamá Canal.
<i>Materiales auténticos</i>	<i>El Darién</i>	Reading	I can read and understand an infographic about migration in the Darién.
<i>Materiales auténticos</i>	<i>Orquesta reciclada</i>	Listening	I can understand a video about a recycled orchestra.
<i>Exploración cultural</i>	<i>Los Ngäbe Buglé</i>	Reading	I can understand the main idea and supporting facts in an informational text.
<i>Exploración cultural</i>	<i>Los almojábanos</i>	Listening	I can understand a video about a cultural product and practice.
<i>Exploración cultural</i>	<i>El fuerte de San Lorenzo</i>	Reading	I can understand an article about Fort San Lorenzo.
<i>Exploración cultural</i>	<i>Un misterio natural</i>	Reading	I can understand an article about the Darién Gap.
<i>Exploración cultural</i>	<i>La aldea Emberá</i>	Reading	I can understand an article about the Emberá village.
<i>Exploración cultural</i>	<i>El Valle de Antón</i>	Reading	I can understand an article about Antón Valley.
<i>Entrevistas</i>	<i>Cora</i>	Listening	I can understand some of what someone from Argentina says in an interview about the news.
<i>Entrevistas</i>	<i>Josep</i>	Listening	I can understand some

			of what someone from Spain says in an interview about the news.
<i>Lecturas</i>	<i>Jubilarse en Panamá</i>	Reading	I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about why Panamá is an international retirement destination.
<i>Lecturas</i>	<i>Una presidenta diferente</i>	Reading	I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about the first female president of Panamá.
Integrated Performance Assessment	Interpretive Reading	Reading	I can read and interpret a news article. I can answer comprehension questions about an athlete and her achievements.
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 22: «Se» accidental 2</i>	Writing	I can write an email about a terrible day.
<i>Actividades</i>	<i>Actividad 23: «Se» accidental 3</i>	Writing	I can write a short story explaining an accident.
<i>Entrevistas</i>	<i>¿Y tú?</i>	Speaking	Answer some questions about your news preferences
<i>¡Vamos a charlar!</i>	Presentational #1	Speaking	I can talk about important news articles.
Integrated Performance Assessment	Presentational Writing	Writing	I can create short phrases in the form of hashtags to represent my summary.

			I can comment using an opinion statement. I can summarize a news story about an accomplishment.
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: Viaje por el canal de Panamá</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Panamá to help me explain and understand the perspectives of the target culture.	
<i>Exploración cultural</i>	<i>El tamborito</i>	I can answer questions about a traditional cultural practice.	
<i>Exploración cultural</i>	<i>Los almojábanos</i>	I can understand a video about a cultural product and practice.	
<i>Exploración cultural</i>	<i>La aldea Emberá</i>	I can understand the daily life and cultural practices of the Emberá.	
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 Panamá</i>	<i>Panorama: Viaje por el canal de Panamá</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Panamá to help me explain and understand the perspectives of the target culture.	
<i>Exploración cultural</i>	<i>Los almojábanos</i>	I can understand a video about a cultural product and practice.	
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>Introducción a Panamá</i>		See statistics and a map of Panama	
<i>Materiales auténticos</i>	<i>Migrantes en el Darién</i>	I can understand a video about migrants in the Darién.	
<i>Materiales auténticos</i>	<i>Sequía en el Canal de Panamá</i>	I can understand a video about the Panamá Canal.	
<i>Materiales auténticos</i>	<i>El Darién</i>	I can read and understand an infographic about migration in	

		the Darién.
<i>Exploración cultural</i>	<i>El fuerte de San Lorenzo</i>	I can understand an article about Fort San Lorenzo.
<i>Exploración cultural</i>	<i>El Valle de Antón</i>	I can understand an article about Antón Valley.
<i>Lecturas</i>	<i>Una presidenta diferente</i>	I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about the first female president of Panamá.

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 Panamá</i>	<i>Panorama: Viaje por el canal de Panamá</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Panamá to help me explain and understand the perspectives of the target culture.
<i>Exploración cultural</i>	<i>El tamborito</i>	I can answer questions about a traditional cultural practice.
<i>Exploración cultural</i>	<i>La aldea Emberá</i>	I can understand the daily life and cultural practices of the Emberá.

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>Un mundo conectado</i>		News related vocabulary
<i>El pretérito con el imperfecto</i>		Preterite versus imperfect
<i>El presente perfecto</i>		The present perfect tense
<i>«Se» accidental</i>		The accidental <i>se</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>Exploración cultural</i>	<i>El salsero panameño</i>	I can answer questions about a famous Panamanian musician.
<i>Exploración cultural</i>	<i>El tamborito</i>	I can answer questions about a traditional cultural practice.
<i>Exploración cultural</i>	<i>Los Ngäbe Buglé</i>	I can understand the main idea and supporting facts in an informational text.
<i>Exploración cultural</i>	<i>Los almojábanos</i>	I can understand a video about a cultural product and practice.
<i>Exploración cultural</i>	<i>El fuerte de San Lorenzo</i>	I can understand an article about Fort San Lorenzo.

<i>Exploración cultural</i>	<i>La aldea Emberá</i>	I can understand the daily life and cultural practices of the Emberá.
<i>Exploración cultural</i>	<i>El Valle de Antón</i>	I can understand an article about Antón Valley.
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 pretérito con el imperfecto</i>	<i>En la comunidad</i>	Read online Spanish newspapers
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: Nicaragua			
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 8: El próximo paso 8</i>	Speaking	I can have a simple conversation about the career paths that interest me.
<i>¡Vamos a charlar!</i>	<i>Preguntas personales</i>	Speaking	I can respond to questions in a job interview.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking	I can discuss what to write on a scholarship application.
<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking	I can compare jobs in my country and Nicaragua with my partner.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can interpret and respond to comments related to careers and hobbies. I can ask and answer questions about someone's career and hobbies.
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 2: El próximo paso 2</i>	Reading	I can interpret simple sentences about various professions.
<i>Actividades</i>	<i>Actividad 3: El próximo paso 3</i>	Reading	I can determine some necessary classes when presented with a career path.
<i>Actividades</i>	<i>Actividad 5: El próximo paso 5</i>	Reading	I can interpret simple sentences about the education and characteristics one needs to obtain a job.
<i>Actividades</i>	<i>Actividad 24: El subjuntivo con emociones 2</i>	Reading	I can determine whether or not the subjunctive is needed.
<i>Materiales auténticos</i>	<i>Trabajos más populares</i>	Reading	I can read and understand an infographic about the most popular and least popular jobs.
<i>Materiales auténticos</i>	<i>Comida nica en Miami</i>	Listening	I can understand a video about Nicaraguan food in Miami.
<i>Materiales auténticos</i>	<i>Las mujeres indígenas en la construcción</i>	Listening	I can understand a video about women working in construction in Bolivia.
<i>Materiales auténticos</i>	<i>Trabajos más demandados en el mundo</i>	Reading	I can read and understand an infographic about the most in-demand jobs in the world.
<i>Materiales auténticos</i>	<i>La Universidad de Ingeniería</i>	Reading	I can understand an article about applying to engineering school.
<i>Exploración cultural</i>	<i>Las guerreras del beisbol</i>	Listening	I can understand a video about a cultural practice in Nicaragua.
<i>Exploración cultural</i>	<i>San Juan del Sur</i>	Reading	I can understand a text about a popular tourist destination in Nicaragua.
<i>Exploración cultural</i>	<i>La Fiesta del Cangrejo</i>	Reading	I can understand a text about a celebration and its cultural significance.
<i>Exploración cultural</i>	<i>La danza del Toro Huaco</i>	Reading/ Listening	I can understand a video about a cultural practice.

			I can understand an article about a cultural practice.
<i>Exploración cultural</i>	<i>La leyenda del Chico Largo</i>	Reading	I can understand an article about a legend from Nicaragua.
<i>Exploración cultural</i>	<i>Gallo pinto nicaragüense</i>	Reading/ Listening	I can understand a video on how to make <i>gallo pinto</i> . I can understand a recipe on how to make <i>gallo pinto</i> .
<i>Exploración cultural</i>	<i>Daisy Zamora</i>	Reading/ Listening	I can understand a video about Daisy Zamora. I can understand an article about Daisy Zamora.
<i>Exploración cultural</i>	<i>La tierra del fuego y el agua</i>	Reading	I can understand an article about the geography of Nicaragua.
<i>Entrevistas</i>	<i>Cora</i>	Listening	Listen to someone talk about school and work
<i>Entrevistas</i>	<i>Josep</i>	Listening	Listen to someone talk about school and work
<i>Lecturas</i>	<i>El Güegüense</i>	Reading	I can follow the main message in various time frames in a straightforward, and sometimesdescriptive, paragraph-length informational text about a Nicaraguan drama known as El Güegüense.
<i>Lecturas</i>	<i>Volcano-Boarding en el volcán Cerro Negro</i>	Reading	I can follow the main message in various time frames in a straightforward, and sometimesdescriptive, paragraph-length informational text about a volcano-boarding at the Cerro Negro volcano in Nicaragua.
Integrated Performance Assessment	Interpretive Listening	Listening	I can answer comprehension questions based on a

			<p>video.</p> <p>I can make a personal connection to the topics in a video.</p> <p>I can understand a video about Indigenous women and their achievements.</p>
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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 11: Mandatos informales 3</i>	Writing	<p>I can tell someone what not to do in a given situation.</p> <p>I can tell someone what to do in a given situation.</p>
<i>Actividades</i>	<i>Actividad 13: Mandatos informales 5</i>	Speaking	<p>I can tell someone what not to do in a given situation.</p> <p>I can tell someone what to do in a given situation.</p>
<i>Entrevistas</i>	<i>¿Y tú?</i>	Speaking	Answer questions about school and work.
<i>¡Vamos a charlar!</i>	Presentational #1	Speaking	I can talk about how to interview well for a job.
Integrated Performance Assessment	Presentational Writing	Writing	<p>I can give an opinion about a group's accomplishments.</p> <p>I can write information about a group of Indigenous women.</p>

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>Las mujeres indígenas en la construcción</i>	I can understand a video about women working in construction in Bolivia.
<i>Exploración cultural</i>	<i>Las guerreras del beisbol</i>	I can understand a video about a cultural practice in Nicaragua.
<i>Exploración cultural</i>	<i>La Fiesta del Cangrejo</i>	I can understand a text about a celebration and its cultural significance.

		I can describe a celebration and its origins.
<i>Exploración cultural</i>	<i>La danza del Toro Huaco</i>	I can understand a video about a cultural practice. I can understand an article about a cultural practice.
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>Materiales auténticos</i>	<i>Comida nica en Miami</i>	I can understand a video about Nicaraguan food in Miami.
<i>Exploración cultural</i>	<i>Gallo pinto nicaragüense</i>	I can understand a video on how to make <i>gallo pinto</i> . I can understand a recipe on how to make <i>gallo pinto</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>Introducción a Nicaragua</i>		See statistics and a map of Nicaragua
<i>Materiales auténticos</i>	<i>Las mujeres indígenas en la construcción</i>	I can understand a video about women working in construction in Bolivia.
<i>Exploración cultural</i>	<i>Daisy Zamora</i>	I can write about Daisy Zamora and her poetry.
<i>Exploración cultural</i>	<i>La tierra del fuego y el agua</i>	I can understand an article about the geography of 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>Materiales auténticos</i>	<i>Comida nica en Miami</i>	I can understand a video about Nicaraguan food in Miami.
<i>Materiales auténticos</i>	<i>Las mujeres indígenas en la construcción</i>	I can understand a video about women working in construction in Bolivia.
<i>Exploración cultural</i>	<i>Las guerreras del beisbol</i>	I can understand a video about a cultural practice in Nicaragua.
<i>Exploración cultural</i>	<i>La Fiesta del Cangrejo</i>	I can understand a text about a celebration and its cultural significance. I can describe a celebration and its origins.
<i>Exploración cultural</i>	<i>La danza del Toro Huaco</i>	I can understand a video about a cultural practice. I can understand an article about a cultural practice.

<i>Exploración cultural</i>	<i>La leyenda del Chico Largo</i>	I can understand an article about a legend from Nicaragua.
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 próximo paso</i>		Professions related vocabulary
<i>Mandatos informales</i>		Informal commands
<i>Mandatos formales</i>		Formal commands
<i>Mandatos de nosotros y vosotros</i>		<i>Nosotros</i> and <i>vosotros</i> commands
<i>El subjuntivo con emociones</i>		Using the subjunctive with emotional expressions
<i>Actividades</i>	<i>Actividad 24: El subjuntivo con emociones 2</i>	I can determine whether or not the subjunctive is needed.
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>Materiales auténticos</i>	<i>Comida nica en Miami</i>	I can understand a video about Nicaraguan food in Miami.
<i>Materiales auténticos</i>	<i>Las mujeres indígenas en la construcción</i>	I can understand a video about women working in construction in Bolivia.
<i>Exploración cultural</i>	<i>Las guerreras del beisbol</i>	I can understand a video about a cultural practice in Nicaragua.
<i>Exploración cultural</i>	<i>San Juan del Sur</i>	I can understand a text about a popular tourist destination in Nicaragua.
<i>Exploración cultural</i>	<i>La Fiesta del Cangrejo</i>	I can understand a text about a celebration and its cultural significance. I can describe a celebration and its origins.
<i>Exploración cultural</i>	<i>La danza del Toro Huaco</i>	I can understand a video about a cultural practice. I can understand an article about a cultural practice.
<i>Exploración cultural</i>	<i>La leyenda del Chico Largo</i>	I can understand an article about a legend from Nicaragua.
<i>Exploración cultural</i>	<i>Gallo pinto nicaragüense</i>	I can understand a video on how to make <i>gallo pinto</i> . I can understand a recipe on how to make <i>gallo pinto</i> .
5. Communities		
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
Section	Title	Can-Do/Description
Can-Do Checklist		Can-Do self-assessment

Capítulo 6: España			
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 2: Los pasatiempos y los deportes 2</i>	Writing	I can answer simple questions about the activities I enjoy.
<i>Actividades</i>	<i>Actividad 18: Expresándose 2</i>	Writing	I can answer questions about how I feel in different situations.
<i>¡Vamos a charlar!</i>	<i>Preguntas personales</i>	Speaking	I can respond to questions about activities and sports.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking	I can discuss pastimes and sports.
<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking	I can discuss positives and negatives about activities and sports.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can describe the benefits of hobbies. I can list common hobbies for teens. I can ask questions about another person's hobbies. I can ask and answer questions about my hobbies.
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: Los pasatiempos y los deportes 5</i>	Listening	I can understand a conversation about people's hobbies.
<i>Actividades</i>	<i>Actividad 7: Los pasatiempos y los deportes 7</i>	Reading	I can understand a paragraph about someone's hobbies.
<i>Actividades</i>	<i>Actividad 21: Comparativos 2</i>	Reading	I can determine whether a comparison is accurate.
<i>Materiales auténticos</i>	<i>Los deportes más seguidos en España</i>	Reading	I can read and understand an infographic about the most watched sports in Spain.

<i>Materiales auténticos</i>	<i>Deportes más practicados durante la pandemia</i>	Reading	I can read and understand an infographic about the most practiced sports in Spain.
<i>Materiales auténticos</i>	<i>Países exportadores de futbolistas</i>	Reading	I can read and understand an infographic about which countries export the most soccer players.
<i>Materiales auténticos</i>	<i>El beisbolista Vladimir Guerrero</i>	Listening	I can understand a video about Vladimir Guerrero.
<i>Exploración cultural</i>	<i>Tortilla de patatas</i>	Listening/ Reading	I can understand a video on how to make <i>tortilla de patatas</i> . I can understand an article about <i>tortilla de patatas</i> and where it comes from.
<i>Exploración cultural</i>	<i>Flamenco, la fusión de culturas</i>	Reading	I can understand an article about the cultural influences of flamenco. I can write about the cultural influences of flamenco.
<i>Exploración cultural</i>	<i>La influencia árabe en el español</i>	Reading	I can understand an article about the Arab influence on the Spanish language.
<i>Exploración cultural</i>	<i>Leyendas de España</i>	Reading	I can understand an article about Spanish legends and myths.
<i>Exploración cultural</i>	<i>La fiesta dels Enfarinats</i>	Reading	I can understand the history and practice of a unique celebration.
<i>Exploración cultural</i>	<i>¡Vamos de tapas!</i>	Reading	I can read and understand a text about a cultural practice.
<i>Exploración cultural</i>	<i>Pelota vasca</i>	Reading	I can understand a text about a cultural practice.
<i>Lecturas</i>	<i>La paella valenciana</i>	Reading	I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length

			informational text about authentic Valencian <i>paella</i> .
<i>Lecturas</i>	<i>El tenista Rafael Nadal</i>	Reading	I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about a professional tennis player from Spain.
Integrated Performance Assessment	Interpretive Reading	Reading	I can identify the benefits of specific hobbies. I can describe my hobbies and their benefits using vocabulary from an article. I can read and interpret an article about hobbies.

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: Los pasatiempos y los deportes 8</i>	Writing	I can write a paragraph about my hobbies.
<i>Actividades</i>	<i>Actividad 9: Los pasatiempos y los deportes 9</i>	Speaking	I can discuss my hobbies.
<i>¡Vamos a charlar!</i>	Presentation #1	Speaking	I can talk about popular activities and sports in my community.
Integrated Performance Assessment	Presentation Writing	Writing	I can identify my hobbies. I can describe the benefits of my hobbies. I can list a variety of hobbies. I can write a survey incorporating vocabulary for a variety of hobbies.

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
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<i>Materiales auténticos</i>	<i>Los deportes más seguidos en España</i>	I can read and understand an infographic about the most watched sports in Spain.
<i>Materiales auténticos</i>	<i>Deportes más practicados durante la pandemia</i>	I can read and understand an infographic about the most practiced sports in Spain.
<i>Viajamos por España</i>	<i>Panorama: Volando en parapente sobre el castillo Segura</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>Tortilla de patatas</i>	I can understand a video on how to make <i>tortilla de patatas</i> . I can understand an article about <i>tortilla de patatas</i> and where it comes from.
<i>Exploración cultural</i>	<i>La fiesta dels Enfarinats</i>	I can understand the history and practice of a unique celebration.
<i>Exploración cultural</i>	<i>¡Vamos de tapas!</i>	I can read and understand a text about a cultural practice.
<i>Exploración cultural</i>	<i>Pelota vasca</i>	I can understand a text about a cultural practice.

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 España</i>	<i>Panorama: Volando en parapente sobre el castillo Segura</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>Lecturas</i>	<i>La paella valenciana</i>	I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about authentic Valencian <i>paella</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>Introducción a España</i>		See statistics and a map of Spain
<i>Exploración cultural</i>	<i>Tortilla de patatas</i>	I can understand a video on how to make <i>tortilla de patatas</i> .

		I can understand an article about <i>tortilla de patatas</i> and where it comes from.
<i>Exploración cultural</i>	<i>Flamenco, la fusión de culturas</i>	I can understand an article about the cultural influences of flamenco. I can write about the cultural influences of flamenco.
<i>Exploración cultural</i>	<i>La influencia árabe en el español</i>	I can understand an article about the Arab influence on the Spanish language.
<i>Exploración cultural</i>	<i>La fiesta dels Enfarinats</i>	I can understand the history and practice of a unique celebration.

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>Tortilla de patatas</i>	I can understand a video on how to make <i>tortilla de patatas</i> . I can understand an article about <i>tortilla de patatas</i> and where it comes from.
<i>Exploración cultural</i>	<i>Flamenco, la fusión de culturas</i>	I can understand an article about the cultural influences of flamenco. I can write about the cultural influences of flamenco.
<i>Exploración cultural</i>	<i>La influencia árabe en el español</i>	I can understand an article about the Arab influence on the Spanish language.
<i>Exploración cultural</i>	<i>Leyendas de España</i>	I can understand an article about Spanish legends and myths.
<i>Exploración cultural</i>	<i>La fiesta dels Enfarinats</i>	I can understand the history and practice of a unique celebration.
<i>Exploración cultural</i>	<i>El clásico español</i>	I can answer questions about a sports rivalry.
<i>Exploración cultural</i>	<i>Pelota vasca</i>	I can understand a text about a cultural practice.
<i>Lecturas</i>	<i>La paella valenciana</i>	I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about authentic Valencian <i>paella</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
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<i>Los pasatiempos y los deportes</i>		Sports and hobbies vocabulary
<i>Los pronombres de objetos directos e indirectos</i>		Direct and indirect object pronouns
<i>Expresándose</i>		Expressing how you're feeling
<i>Verbos similares a «doler» y «gustar»</i>		Verbs similar to "to hurt" and "to like"
<i>Comparativos</i>		Making comparisons
<i>Superlativos</i>		Superlatives
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>Materiales auténticos</i>	<i>Los deportes más seguidos en España</i>	I can read and understand an infographic about the most watched sports in Spain.
<i>Materiales auténticos</i>	<i>Deportes más practicados durante la pandemia</i>	I can read and understand an infographic about the most practiced sports in Spain.
<i>Viajamos por España</i>	<i>Panorama: Volando en parapente sobre el castillo Segura</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>Tortilla de patatas</i>	I can understand a video on how to make <i>tortilla de patatas</i> . I can understand an article about <i>tortilla de patatas</i> and where it comes from.
<i>Exploración cultural</i>	<i>Flamenco, la fusión de culturas</i>	I can understand an article about the cultural influences of flamenco. I can write about the cultural influences of flamenco.
<i>Exploración cultural</i>	<i>La influencia árabe en el español</i>	I can understand an article about the Arab influence on the Spanish language.
<i>Exploración cultural</i>	<i>Leyendas de España</i>	I can understand an article about Spanish legends and myths.
<i>Exploración cultural</i>	<i>La fiesta dels Enfarinats</i>	I can understand the history and practice of a unique celebration.
<i>Exploración cultural</i>	<i>¡Vamos de tapas!</i>	I can read and understand a text about a cultural practice.
<i>Exploración cultural</i>	<i>El clásico español</i>	I can answer questions about a sports rivalry.
<i>Exploración cultural</i>	<i>Pelota vasca</i>	I can understand a text about a cultural practice.
<i>Lecturas</i>	<i>La paella valenciana</i>	I can follow the main message in

		various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about authentic Valencian <i>paella</i> .	
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>Verbos similares a «doler» y «gustar»</i>	<i>En la comunidad</i>	Get involved by volunteering in your community	
<i>Comparativos</i>	<i>En la comunidad</i>	Cook a meal from a Spanish-speaking country,visit an international grocery store	
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: México			
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 2: La familia y los días festivos 2</i>	Speaking	I can answer questions about my family.
<i>Actividades</i>	<i>Actividad 6: La familia y los días festivos 6</i>	Writing	I can answer questions about my favorite holiday.
<i>Actividades</i>	<i>Actividad 18: El futuro 2</i>	Writing	I can answer questions about what I will do in the future.
<i>Actividades</i>	<i>Actividad 21: El condicional 2</i>	Writing	I can answer questions about what I would do in certain situations.
<i>¡Vamos a charlar!</i>	<i>Preguntas personales</i>	Speaking	I can respond to questions about my family and celebrations.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking	I can discuss traditions for celebrations with a friend.
<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking	I can discuss my favorite ways to celebrate.

Integrated Performance Assessment	Interpersonal Writing	Writing	I can make plans to attend a celebration. I can ask questions about a celebration. I can describe my favorite celebration.
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>Materiales auténticos</i>	<i>Día de la Madre</i>	Reading	I can read and understand an infographic about Mother's Day.
<i>Materiales auténticos</i>	<i>Semana Santa en el mundo</i>	Reading	I can read and understand an infographic about <i>Semana Santa</i> .
<i>Materiales auténticos</i>	<i>El Día de San Valentín en cifras</i>	Reading	I can read and understand an infographic about Valentine's Day.
<i>Materiales auténticos</i>	<i>El Día de San Valentín en México</i>	Reading	I can read and understand an infographic about Valentine's Day in Mexico.
<i>Materiales auténticos</i>	<i>La Navidad</i>	Listening	I can understand a video about what some people want for the holidays.
<i>Exploración cultural</i>	<i>El Tren Maya</i>	Reading	I can understand the main idea and key points in a video about the <i>Tren Maya</i> . I can answer questions about a current topic of interest in México. I can understand the main idea and key points in an article about the <i>Tren Maya</i> .
<i>Exploración cultural</i>	<i>La lucha libre</i>	Reading	I can understand the main idea and key pieces of information in an article.
<i>Exploración cultural</i>	<i>Los muxes</i>	Reading	I can understand an article about cultural practices to better

			understand perspectives.
<i>Exploración cultural</i>	<i>La música mariachi</i>	Reading	I can understand an article about <i>mariachi</i> music.
<i>Exploración cultural</i>	<i>Mexicanos famosos</i>	Reading	I can understand an infographic about Mexicans in the entertainment industry. I can understand an article about famous Mexicans in the entertainment industry.
<i>Exploración cultural</i>	<i>El mole</i>	Reading	I can identify a cultural product and some key details. I can understand an informational text.
<i>Exploración cultural</i>	<i>El elote y el esquite</i>	Reading	I can understand a video about how to make <i>esquite</i> . I can answer questions about traditional Mexican street corn. I can understand an article about traditional Mexican street corn.
<i>Lecturas</i>	<i>Los Xoloitzcuintle</i>	Reading	I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about the Mexican hairless dog breed known as the Xoloitzcuintle.
<i>Lecturas</i>	<i>Cholula</i>	Reading	I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about a unique church situated on top of ruins outside of Puebla, Mexico.
Integrated Performance Assessment	Interpretive Listening	Listening	I can identify and describe cultural

			<p>elements of a celebration.</p> <p>I can compare practices related to death in Mexico with those in my own culture.</p> <p>I can listen to and interpret a video about a celebration.</p>
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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: La familia y los días festivos 5</i>	Writing	I can write about a holiday from a Spanish-speaking country.
<i>Actividades</i>	<i>Actividad 9: La familia y los días festivos 9</i>	Speaking	I can discuss holidays.
<i>¡Vamos a charlar!</i>	Presentation #1	Speaking	I can talk about how different communities celebrated a holiday.
Integrated Performance Assessment	Presentation Speaking	Speaking	<p>I can explain the meaning of a celebration.</p> <p>I can invite someone to a celebration.</p> <p>I can identify and describe cultural elements of a celebration from Mexico.</p> <p>I can describe a celebration from Mexico.</p>

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 México</i>	<i>Panorama: El Zócalo de México</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Mexico to help me explain and understand the perspectives of the target culture.
<i>Exploración cultural</i>	<i>La lucha libre</i>	I can identify a cultural product and practice to understand perspectives.

<i>Exploración cultural</i>	<i>Los muxes</i>	I can compare my community to another community. I can understand an article about cultural practices to better understand perspectives.
<i>Exploración cultural</i>	<i>El festival de la Guelaguetza</i>	I can understand an article about traditions and culture in Oaxaca. I can understand an article about the <i>Guelaguetza</i> Festival.
Integrated Performance Assessment	Interpretive Listening	I can identify and describe cultural elements of a celebration. I can compare practices related to death in Mexico with those in my own culture.
Integrated Performance Assessment	Presentation Speaking	I can explain the meaning of a celebration. I can invite someone to a celebration. I can identify and describe cultural elements of a celebration from Mexico. I can describe a celebration from Mexico.
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 México</i>	<i>Panorama: El Zócalo de México</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Mexico to help me explain and understand the perspectives of the target culture.
<i>Exploración cultural</i>	<i>La lucha libre</i>	I can identify a cultural product and practice to understand perspectives.
<i>Exploración cultural</i>	<i>La música mariachi</i>	I can understand an article about <i>mariachi</i> music.
<i>Exploración cultural</i>	<i>El mole</i>	I can identify a cultural product and some key details. I can understand an informational text.
<i>Exploración cultural</i>	<i>El elote y el esquite</i>	I can understand a video about how to make <i>esquite</i> . I can answer questions about traditional Mexican street corn. I can understand an article about

		traditional Mexican street corn.
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>Introducción a México</i>		See statistics and a map of Mexico
<i>Exploración cultural</i>	<i>El Tren Maya</i>	I can understand the main idea and key points in a video about the <i>Tren Maya</i> . I can answer questions about a current topic of interest in México. I can understand the main idea and key points in an article about the <i>Tren Maya</i> .
<i>Exploración cultural</i>	<i>La música mariachi</i>	I can understand an article about <i>mariachi</i> music.
<i>Exploración cultural</i>	<i>Mexicanos famosos</i>	I can understand an infographic about Mexicans in the entertainment industry. I can understand an article about famous Mexicans in the entertainment industry.
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>El Día de San Valentín en México</i>	I can read and understand an infographic about Valentine's Day in Mexico.
<i>Materiales auténticos</i>	<i>La Navidad</i>	I can understand a video about what some people want for the holidays.
<i>Materiales auténticos</i>	<i>Semana Santa en el mundo</i>	I can read and understand an infographic about <i>Semana Santa</i> .
<i>Exploración cultural</i>	<i>Los muxes</i>	I can compare my community to another community. I can understand an article about cultural practices to better understand perspectives.
<i>Exploración cultural</i>	<i>El festival de la Guelaguetza</i>	I can understand an article about traditions and culture in Oaxaca. I can understand an article about the <i>Guelaguetza</i> Festival.
<i>Exploración cultural</i>	<i>El mole</i>	I can identify a cultural product and some key details. I can understand an informational

		text.
<i>Exploración cultural</i>	<i>El elote y el esquite</i>	I can understand a video about how to make <i>esquite</i> . I can answer questions about traditional Mexican street corn. I can understand an article about traditional Mexican street corn.
Integrated Performance Assessment	Interpretive Listening	I can identify and describe cultural elements of a celebration. I can compare practices related to death in Mexico with those in my own culture.
Integrated Performance Assessment	Presentational Speaking	I can explain the meaning of a celebration. I can invite someone to a celebration. I can identify and describe cultural elements of a celebration from Mexico. I can describe a celebration from Mexico.
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 familia y los días festivos</i>		Family and celebrations vocabulary
<i>Verbos reflexivos</i>		Reflexive verbs
<i>Saber y conocer</i>		The verbs “to know”
<i>El futuro</i>		The future tense
<i>El condicional</i>		The conditional tense
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>Materiales auténticos</i>	<i>El Día de San Valentín en México</i>	I can read and understand an infographic about Valentine’s Day in Mexico.
<i>Materiales auténticos</i>	<i>La Navidad</i>	I can understand a video about what some people want for the holidays.
<i>Materiales auténticos</i>	<i>Semana Santa en el mundo</i>	I can read and understand an infographic about <i>Semana Santa</i> .
<i>Viajamos por México</i>	<i>Panorama: El Zócalo de México</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Mexico to help me

		explain and understand the perspectives of the target culture.
<i>Exploración cultural</i>	<i>El Tren Maya</i>	I can understand the main idea and key points in a video about the <i>Tren Maya</i> . I can answer questions about a current topic of interest in Mexico. I can understand the main idea and key points in an article about the <i>Tren Maya</i> .
<i>Exploración cultural</i>	<i>La lucha libre</i>	I can identify a cultural product and practice to understand perspectives.
<i>Exploración cultural</i>	<i>Los muxes</i>	I can compare my community to another community. I can understand an article about cultural practices to better understand perspectives.
<i>Exploración cultural</i>	<i>La música mariachi</i>	I can understand an article about <i>mariachi</i> music.
<i>Exploración cultural</i>	<i>Mexicanos famosos</i>	I can understand an infographic about Mexicans in the entertainment industry. I can understand an article about famous Mexicans in the entertainment industry.
<i>Exploración cultural</i>	<i>El festival de la Guelaguetza</i>	I can understand an article about traditions and culture in Oaxaca. I can understand an article about the <i>Guelaguetza</i> Festival.
<i>Exploración cultural</i>	<i>El mole</i>	I can identify a cultural product and some key details. I can understand an informational text.
<i>Exploración cultural</i>	<i>El elote y el esquite</i>	I can understand a video about how to make <i>esquite</i> . I can answer questions about traditional Mexican street corn. I can understand an article about traditional Mexican street corn.
Integrated Performance Assessment	Interpretive Listening	I can identify and describe cultural elements of a celebration. I can compare practices related to death in Mexico with those in my own culture.

Integrated Performance Assessment	Presentation Speaking	<p>I can explain the meaning of a celebration.</p> <p>I can invite someone to a celebration.</p> <p>I can identify and describe cultural elements of a celebration from Mexico.</p> <p>I can describe a celebration from Mexico.</p>
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>	<p>Interview someone who speaks Spanish</p> <p>Invite a guest speaker to class to talk about a cultural event of travel experience</p>
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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