

**Alignment to ACTFL's World-Readiness Standards for Learning Languages**  
***Voces por el mundo 4***

*Voces por el mundo 4* is an award-winning, highly effective Spanish curriculum for intermediate-level learners. *Voces por el mundo 4* 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 4* aligns to ACTFL's World-Readiness Standards for Learning Languages. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

<b>Capítulo 1: Argentina</b>			
<b>1. Communication</b>			
<b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Entrevistas</i>	<i>¿Y tú?</i>	Speaking	Answer questions about going on a trip
<i>¡Vamos a charlar!</i>	<i>Preguntas personales</i>	Speaking	I can respond to questions about travel.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking	I can discuss the importance of speaking the local language when traveling.
<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking	I can discuss what different types of vacations mean to me.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can answer questions about a trip. I can plan a trip to Argentina with a friend.
<b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Actividades</i>	<i>Actividad 3: Viajes por el mundo 3</i>	Reading	I can interpret simple sentences about various travel-related words.
<i>Actividades</i>	<i>Actividad 7: Viajes por el mundo 7</i>	Reading	I can understand simple sentences about various travel-related words.
<i>Materiales auténticos</i>	<i>Normas del autobús en Madrid</i>	Reading	I can identify

			recommended actions on a bus. I can read and interpret an authentic sign on public transportation.
<i>Materiales auténticos</i>	<i>Las tendencias de viaje post coronavirus</i>	Reading	I can read and interpret survey results related to travel plans.
<i>Materiales auténticos</i>	<i>Los gustos de los peruanos</i>	Reading	I can compare the vacation preferences of Peruvian people with my own. I can read and interpret survey results related to travel preferences.
<i>Materiales auténticos</i>	<i>Guía para visitar las cataratas del Iguazú</i>	Reading	I can identify activities I would like to do at a travel destination. I can read and interpret travel recommendations.
<i>Materiales auténticos</i>	<i>Los pasajes de tren en Argentina</i>	Listening	I can listen to and interpret advice about purchasing train tickets.
<i>Exploración cultural</i>	<i>Fugazzeta</i>	Reading	I can understand an article about <i>fugazzeta</i> .
<i>Exploración cultural</i>	<i>El dulce de leche de Argentina</i>	Listening/ Reading	I can understand some of what someone says in a video about how to make <i>dulce de leche</i> . I can understand an article about the history of Argentinian <i>dulce de leche</i> .
<i>Exploración cultural</i>	<i>El tango argentino</i>	Reading	I can understand an article about the tango in Argentina.
<i>Exploración cultural</i>	<i>El Festival y Mundial de Tango</i>	Reading	I can understand an article about a tango festival.
<i>Exploración cultural</i>	<i>Las Murciélagas</i>	Listening/ Reading	I can understand some of what someone says in an interview about soccer in Argentina. I can understand an article about a soccer team in Argentina.
<i>Exploración cultural</i>	<i>El lunfardo</i>	Reading	I can understand an

			article about <i>lunfardo</i> .
<i>Exploración cultural</i>	<i>El gaucho argentino</i>	Reading/ Listening	I can understand some of what someone says in an interview about <i>el gaucho argentino</i> . I can understand an article about <i>el gaucho argentino</i> .
<i>Exploración cultural</i>	<i>La voz feminista</i>	Reading	I can understand an article about Alfonsina Storni.
<i>Exploración cultural</i>	<i>La música de Argentina con Trueno</i>	Reading	I can understand an article about Trueno.
<i>Entrevistas</i>	<i>Cora</i>	Listening	I can understand some of what a person from Argentina says in an interview about travel.
<i>Entrevistas</i>	<i>Josep</i>	Listening	I can understand some of what a person from Spain says in an interview about travel.
<i>Lecturas</i>	<i>El tren solar de la Quebrada</i>	Reading	I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational text about a solar train in Argentina. I can read about a solar train in Argentina to learn about sustainable tourism practices to compare them with my culture.
<i>Lecturas</i>	<i>Los héroes de la independencia argentina</i>	Reading	I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational text about the process of Argentinean independence.
Integrated Performance	Interpretive Reading	Reading	I can read and interpret

Assessment			a travel itinerary.
<b>1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Actividades</i>	<i>Actividad 10: Viajes por el mundo 10</i>	Writing	I can write about a trip.
<i>Actividades</i>	<i>Actividad 22: El condicional en contexto 6</i>	Writing	I can write about what I would do in certain situations.
<i>¡Vamos a charlar!</i>	Presentational #1	Speaking	I can talk about planning for a trip to a Spanish-speaking country.
Integrated Performance Assessment	Presentational Writing	Writing	I can describe a future trip. I can write an essay about the importance of travel.
<b>2. Culture</b>			
<b>2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</b>			
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>	
<i>Materiales auténticos</i>	<i>Normas del autobús en Madrid</i>	I can identify recommended actions on a bus.	
<i>Materiales auténticos</i>	<i>Los gustos de los peruanos</i>	I can compare the vacation preferences of Peruvian people with my own.	
<i>Viajamos por Argentina</i>	<i>Panorama: Perito Moreno</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>	<i>El tango argentino</i>	I can compare the impact of immigration on music in Argentina to immigration on music in my country.	
<i>Exploración cultural</i>	<i>El Festival y Mundial de Tango</i>	I can understand an article about a tango festival.	
<i>Lecturas</i>	<i>El tren solar de la Quebrada</i>	I can read about a solar train in Argentina to learn about sustainable tourism practices to compare them with my culture.	

<i>Lecturas</i>	<i>Los héroes de la independencia argentina</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of the people who fought for freedom.
Integrated Performance Assessment	Interpretive Reading	I can compare a tourist destination in Argentina and my own community.
<b>2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</b>		
Section	Title	Can-Do/Description
<i>Exploración cultural</i>	<i>El dulce de leche de Argentina</i>	I can understand an article about the history of Argentinian <i>dulce de leche</i> .
<i>Exploración cultural</i>	<i>El tango argentino</i>	I can understand an article about the tango in Argentina.
<i>Exploración cultural</i>	<i>El gaucho argentino</i>	I can understand an article about <i>el gaucho argentino</i> .
<i>Lecturas</i>	<i>Los héroes de la independencia argentina</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of the people who fought for freedom.
<b>3. Connections</b>		
<b>3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</b>		
Section	Title	Can-Do/Description
<i>Exploración cultural</i>	<i>El tango argentino</i>	I can compare the impact of immigration on music in Argentina to immigration on music in my country.
<i>Lecturas</i>	<i>El tren solar de la Quebrada</i>	I can read about a solar train in Argentina to learn about sustainable tourism practices to compare them with my culture.
<i>Lecturas</i>	<i>Los héroes de la independencia argentina</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of the people who fought for freedom.
<b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>		
Section	Title	Can-Do/Description
<i>Materiales auténticos</i>	<i>Los gustos de los peruanos</i>	I can compare the vacation preferences of Peruvian people with my own.
<i>Viajamos por Argentina</i>	<i>Panorama: Perito Moreno</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>	<i>El dulce de leche de Argentina</i>	I can understand an article about the history of Argentinian <i>dulce de leche</i> .
<i>Exploración cultural</i>	<i>El tango argentino</i>	I can compare the impact of immigration on music in Argentina to immigration on music in my country.
<i>Exploración cultural</i>	<i>El Festival y Mundial de Tango</i>	I can understand an article about a tango festival.
<i>Lecturas</i>	<i>El tren solar de la Quebrada</i>	I can read about a solar train in Argentina to learn about sustainable tourism practices to compare them with my culture.
<b>4. Comparisons</b>		
<b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Los viajes por el mundo</i>		Vocabulary related to traveling
<i>Narrativas en tiempo: presente, pasado y futuro</i>		Review verb forms and uses in present, past, and future tense
<i>El condicional en contexto</i>		Use the conditional tense
<i>El subjuntivo y el indicativo</i>		The subjunctive versus the indicative
<b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Materiales auténticos</i>	<i>Normas del autobús en Madrid</i>	I can identify recommended actions on a bus.
<i>Materiales auténticos</i>	<i>Los gustos de los peruanos</i>	I can compare the vacation preferences of Peruvian people with my own.
<i>Viajamos por Argentina</i>	<i>Panorama: Perito Moreno</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>	<i>El tango argentino</i>	I can compare the impact of immigration on music in Argentina to immigration on music in my country.
<i>Exploración cultural</i>	<i>El Festival y Mundial de Tango</i>	I can understand an article about

		a tango festival.
<i>Exploración cultural</i>	<i>Fugazzeta</i>	I can understand an article about <i>fugazzeta</i> .
<i>Exploración cultural</i>	<i>El dulce de leche de Argentina</i>	I can understand some of what someone says in a video about how to make <i>dulce de leche</i> .
<i>Exploración cultural</i>	<i>El gaucho argentino</i>	I can understand an article about <i>el gaucho argentino</i> .
<i>Lecturas</i>	<i>El tren solar de la Quebrada</i>	I can read about a solar train in Argentina to learn about sustainable tourism practices to compare them with my culture.
<i>Lecturas</i>	<i>Los héroes de la independencia argentina</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of the people who fought for freedom.
Integrated Performance Assessment	Interpretive Reading	I can compare a tourist destination in Argentina and my own community.
<b>5. Communities</b>		
<b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
Can-Do Checklist		Can-Do self-assessment

<b>Capítulo 2: República Dominicana</b>			
<b>1. Communication</b>			
<b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Actividades</i>	<i>Actividad 5: Nuestra comunidad 5</i>	Listening/ Speaking	I can answer simple questions about my town.
<i>¡Vamos a charlar!</i>	<i>Preguntas personales</i>	Listening/ Speaking	I can respond to questions and talk about my community.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Listening/ Speaking	I can discuss service projects that are good for my community.
<i>¡Vamos a charlar!</i>	Interpersonal #2	Listening/ Speaking	I can discuss places in my community.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can describe my ideal community. I can ask and answer questions about a

			community design project.
<b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Actividades</i>	<i>Actividad 6: Nuestra comunidad 6</i>	Reading	I can interpret simple sentences about a town's buildings.
<i>Actividades</i>	<i>Actividad 7: Nuestra comunidad 7</i>	Listening	I can interpret simple statements about a map of a town.
<i>Materiales auténticos</i>	<i>Día del Dirigente Vecinal y Comunal</i>	Listening	I can read and interpret information about community organizations.
<i>Materiales auténticos</i>	<i>El acceso a agua potable</i>	Listening	I can describe how I access water in my community.
<i>Materiales auténticos</i>	<i>Mujeres Unidas</i>	Listening	I can interpret a video about a community organization.
<i>Exploración cultural</i>	<i>Las hermanas Mirabal</i>	Reading	I can read and understand a text about three important historical figures.
<i>Exploración cultural</i>	<i>Marileidy Paulino</i>	Reading	I can read and understand an article about a Dominican athlete.
<i>Exploración cultural</i>	<i>La bachata</i>	Reading	I can compare and contrast two musical genres. I can understand a text about a Dominican musical genre and dance.
<i>Exploración cultural</i>	<i>Las muñecas sin rostro</i>	Reading	I can understand an article about a doll from the Dominican Republic.
<i>Exploración cultural</i>	<i>El mangu</i>	Reading	I can understand an article about a traditional food from the Dominican Republic.
<i>Exploración cultural</i>	<i>El carnaval de La Vega</i>	Reading	I can understand an article about a cultural celebration in the



			Dominican Republic.
<i>Exploración cultural</i>	<i>El futuro verde</i>	Reading	I can understand an article about sustainable living in the Dominican Republic.
<i>Exploración cultural</i>	<i>El merengue</i>	Reading	I can understand an article about <i>merengue</i> .
<i>Exploración cultural</i>	<i>La música de la República Dominicana con Juan Luis Guerra</i>	Reading	I can understand an article about Juan Luis Guerra.
<i>Entrevistas</i>	<i>Cora</i>	Listening	I can understand some of what a person from Argentina says in an interview about her community.
<i>Entrevistas</i>	<i>Josep</i>	Listening	I can understand some of what a person from Spain says in an interview about his community.
<i>Lecturas</i>	<i>La bandera de República Dominicana</i>	Reading	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about the Dominican Republic flag.
<i>Lecturas</i>	<i>El pico más alto</i>	Reading	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about the highest mountain of the Caribbean.
Integrated Performance Assessment	Interpretive Reading	Reading	I can interpret and identify the collaborative urban design process.
<b>1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Actividades</i>	<i>Actividad 4: Nuestra comunidad</i>	Writing	I can answer simple

	4		questions about where I do various activities.
<i>Actividades</i>	<i>Actividad 8: Nuestra comunidad 8</i>	Writing	I can write about what a town has to offer.
<i>Actividades</i>	<i>Actividad 9: Nuestra comunidad 9</i>	Speaking	I can talk about what a town has to offer.
<i>Actividades</i>	<i>Actividad 19: El subjuntivo con conjunciones 4</i>	Writing	I can write a to-do list in case I am sick tomorrow.
<i>Actividades</i>	<i>Actividad 27: El subjuntivo en cláusulas adjetivas 6</i>	Writing	I can write a simple description of my ideal best friend.
<i>¡Vamos a charlar!</i>	Presentational #1	Speaking	I can talk about the problem areas and the great points in my community.
Integrated Performance	Presentational Writing	Writing	I can describe my community. I can write my likes and dislikes about my community.

## 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>El acceso a agua potable</i>	I can describe how I access water in my community.
<i>Materiales auténticos</i>	<i>Mujeres Unidas</i>	I can compare community organizations in the Dominican Republic and my own community.
<i>Viajamos por República Dominicana</i>	<i>Panorama: El Alcázar de Colón</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>La bachata</i>	I can compare and contrast two musical genres. I can understand a text about a Dominican musical genre and dance.
<i>Exploración cultural</i>	<i>El carnaval de La Vega</i>	I can understand an article about a cultural celebration in the Dominican Republic.

<i>Exploración cultural</i>	<i>El futuro verde</i>	I can understand an article about sustainable living in the Dominican Republic.
<i>Exploración cultural</i>	<i>El merengue</i>	I can understand an article about <i>merengue</i> .
<i>Lecturas</i>	<i>La bandera de República Dominicana</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand the importance of national symbols.
<i>Lecturas</i>	<i>El pico más alto</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand the importance of taking care of nature.

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

<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Viajamos por República Dominicana</i>	<i>Panorama: El Alcázar de Colón</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>Las muñecas sin rostro</i>	I can understand an article about a doll from the Dominican Republic.
<i>Exploración cultural</i>	<i>El mangú</i>	I can understand an article about a traditional food from the Dominican Republic.
<i>Lecturas</i>	<i>El pico más alto</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand the importance of taking care of nature.
<i>Lecturas</i>	<i>La bandera de República Dominicana</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand the importance of national symbols.

**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.**

<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Materiales auténticos</i>	<i>Lugares para conocer</i>	I can write about what I would like to do in a tourist area.

		I can describe the purpose of a news report.
<i>Materiales auténticos</i>	<i>El acceso a agua potable</i>	I can describe how I access water in my community.
<i>Exploración cultural</i>	<i>Las hermanas Mirabal</i>	I can read and understand a text about three important historical figures.
<i>Exploración cultural</i>	<i>Marileidy Paulino</i>	I can read and understand an article about a Dominican athlete.
<i>Exploración cultural</i>	<i>El futuro verde</i>	I can understand an article about sustainable living in the Dominican Republic.
<b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Materiales auténticos</i>	<i>Día del Dirigente Vecinal y Comunal</i>	I can describe organizations and groups in my community. I can read and interpret information about community organizations.
<i>Materiales auténticos</i>	<i>El acceso a agua potable</i>	I can describe how I access water in my community.
<i>Materiales auténticos</i>	<i>Mujeres Unidas</i>	I can compare community organizations in the Dominican Republic and my own community.
<i>Exploración cultural</i>	<i>La bachata</i>	I can compare and contrast two musical genres. I can understand a text about a Dominican musical genre and dance.
<i>Exploración cultural</i>	<i>Las muñecas sin rostro</i>	I can understand an article about a doll from the Dominican Republic.
<i>Exploración cultural</i>	<i>El mangú</i>	I can understand an article about a traditional food from the Dominican Republic.
<i>Exploración cultural</i>	<i>El carnaval de La Vega</i>	I can understand an article about a cultural celebration in the Dominican Republic.
<i>Exploración cultural</i>	<i>El futuro verde</i>	I can understand an article about sustainable living in the Dominican Republic.
<b>4. Comparisons</b>		
<b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b>		

Section	Title	Can-Do/Description
<i>Nuestra comunidad</i>		Vocabulary related to a community
<i>El subjuntivo con expresiones impersonales</i>		Using the subjunctive with impersonal expressions
<i>El subjuntivo con conjunciones</i>		Using the subjunctive with conjunctions
<i>El subjuntivo en cláusulas adjetivas</i>		Using the subjunctive with adjective clauses
<b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>		
Section	Title	Can-Do/Description
<i>Materiales auténticos</i>	<i>Día del Dirigente Vecinal y Comunal</i>	I can describe organizations and groups in my community. I can read and interpret information about community organizations.
<i>Materiales auténticos</i>	<i>Lugares para conocer</i>	I can write about what I would like to do in a tourist area. I can describe the purpose of a news report.
<i>Materiales auténticos</i>	<i>El acceso a agua potable</i>	I can describe how I access water in my community.
<i>Materiales auténticos</i>	<i>Mujeres Unidas</i>	I can compare community organizations in the Dominican Republic and my own community.
<i>Viajamos por República Dominicana</i>	<i>Panorama: El Alcázar de Colón</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>Marileidy Paulino</i>	I can read and understand an article about a Dominican athlete.
<i>Exploración cultural</i>	<i>La bachata</i>	I can compare and contrast two musical genres. I can understand a text about a Dominican musical genre and dance.
<i>Exploración cultural</i>	<i>Las muñecas sin rostro</i>	I can understand an article about a doll from the Dominican Republic.
<i>Exploración cultural</i>	<i>El mangú</i>	I can understand an article about a traditional food from the Dominican Republic.

<i>Exploración cultural</i>	<i>El carnaval de La Vega</i>	I can understand an article about a cultural celebration in the Dominican Republic.
<i>Exploración cultural</i>	<i>El futuro verde</i>	I can understand an article about sustainable living in the Dominican Republic.
<i>Exploración cultural</i>	<i>El merengue</i>	I can understand an article about <i>merengue</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>El subjuntivo con expresiones impersonales</i>	<i>En la comunidad</i>	Experience the Spanish language and culture in your area
<i>El subjuntivo en cláusulas adjetivas</i>	<i>En la comunidad</i>	Create and maintain personal relationship with Spanish speakers

**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: Costa Rica

### 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 6: La salud y el bienestar 6</i>	Reading/ Writing	I can answer simple questions about my health and well-being.
<i>Actividades</i>	<i>Actividad 9: La salud y el bienestar 9</i>	Speaking	I can answer simple questions about my health and well-being.
<i>¡Vamos a charlar!</i>	<i>Preguntas personales</i>	Speaking	I can respond to questions about health and medicine.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking	I can discuss the qualities of a medical practitioner.
<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking	I can tell my classmates about the importance of mental health.
Integrated Performance Assessment	Interpretive Reading/ Interpersonal Writing	Writing	I can give health recommendations.

			I can answer questions about how to live a healthy lifestyle.
<b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Materiales auténticos</i>	<i>Cinco cosas para cuidar tu salud en verano</i>	Listening	I can listen and identify symptoms of a health problem.
<i>Materiales auténticos</i>	<i>Tu bienestar está en todo lo que consumes</i>	Listening	I can listen and identify ways to practice wellness.
<i>Materiales auténticos</i>	<i>El secreto de la longevidad</i>	Listening	I can listen and interpret news reports related to health.
<i>Materiales auténticos</i>	<i>Drones mejoran salud</i>	Listening	I can interpret information about an innovative medical system.
<i>Materiales auténticos</i>	<i>Las redes sociales y la salud mental</i>	Listening	I can interpret a video about mental health.
<i>Materiales auténticos</i>	<i>Salud y lavado de manos</i>	Listening	I can interpret a video about hand washing.
<i>Exploración cultural</i>	<i>Los parques nacionales de Costa Rica</i>	Listening	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive informational video about national parks in Costa Rica.
<i>Exploración cultural</i>	<i>La biodiversidad costarricense</i>	Reading	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational infographic about the national symbols representing the biodiversity in Costa Rica.
<i>Exploración cultural</i>	<i>Sherman Isidro Guity Guity</i>	Listening	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive,

			informational video about a Costa Rican Paralympic athlete.
<i>Exploración cultural</i>	<i>La antorcha de la libertad centroamericana</i>	Reading	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational text about a Costa Rican patriotic tradition.
<i>Exploración cultural</i>	<i>El casado</i>	Reading	I can understand an article about the history and cultural significance of a Costa Rican dish.
<i>Exploración cultural</i>	<i>El ritmo de la Marimba</i>	Reading/ Listening	I can understand the history and cultural significance of the <i>marimba</i> in Costa Rica. I can recall information from a video about the <i>marimba</i> .
<i>Exploración cultural</i>	<i>¡El paraíso de las mariposas!</i>	Reading	I can understand an article about butterflies.
<i>Exploración cultural</i>	<i>Las tortugas marinas</i>	Reading	I can understand an article about sea turtles in Costa Rica.
<i>Exploración cultural</i>	<i>La música de Costa Rica con Debi Nova</i>	Reading	I can understand an article about Debi Nova.
<i>Entrevista</i>	<i>Cora</i>	Listening	I can understand some of what a person from Argentina says in an interview about health and well-being.
<i>Entrevista</i>	<i>Josep</i>	Listening	I can understand some of what a person from Spain says in an interview about health and well-being.
<i>Lecturas</i>	<i>La riqueza folklórica de Costa Rica</i>	Listening	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about the folklore of Costa



			Rica.
<i>Lecturas</i>	<i>El Festival de la Luz</i>	Reading	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about a light festival in Costa Rica.
Integrated Performance Assessment	Interpretive Listening	Listening	I can interpret a video about health problems and recommendations.
Integrated Performance Assessment	Interpretive Reading/ Interpersonal Writing	Reading	I can interpret an email about health.
<b>1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</b>			
Section	Title	Mode	Can-Do/Description
<i>Actividades</i>	<i>Actividad 4: La salud y el bienestar 4</i>	Speaking	I can discuss my health and well-being on a simple level.
<i>Exploración cultural</i>	<i>Las tortugas marinas</i>	Writing	I can express my opinion on how to protect sea turtles in Costa Rica.
<i>¡Vamos a charlar!</i>	Presentation #1	Speaking	I can tell my classmates about the importance of mental health.
Integrated Performance Assessment	Presentation Speaking	Speaking	I can identify and describe the risk factors for chronic illnesses. I can give recommendations on how to live a healthy lifestyle.
<b>2. Culture</b>			
<b>2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</b>			
Section	Title	Can-Do/Description	
<i>Viajamos por Costa Rica</i>	<i>Panorama: Zarcero, Costa Rica</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Costa Rica to help me explain and understand the perspectives of the target culture.	

<i>Exploración cultural</i>	<i>La antorcha de la libertad centroamericana</i>	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational text about a Costa Rican patriotic tradition.
<i>Exploración cultural</i>	<i>El ritmo de la Marimba</i>	I can understand the history and cultural significance of the <i>marimba</i> in Costa Rica. I can recall information from a video about the <i>marimba</i> .
<i>Lecturas</i>	<i>La riqueza folklórica de Costa Rica</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand the importance of folklore.
<i>Lecturas</i>	<i>El Festival de la Luz</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand the cultural implications in Costa Rica.
<b>2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Viajamos por Costa Rica</i>	<i>Panorama: Zarcero, Costa Rica</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Costa Rica to help me explain and understand the perspectives of the target culture.
<i>Exploración cultural</i>	<i>La biodiversidad costarricense</i>	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational infographic about the national symbols representing the biodiversity in Costa Rica.
<i>Exploración cultural</i>	<i>El casado</i>	I can understand an article about the history and cultural significance of a Costa Rican dish.
<i>Lecturas</i>	<i>La riqueza folklórica de Costa Rica</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand the importance of folklore.

<i>Lecturas</i>	<i>El Festival de la Luz</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand the cultural implications in Costa Rica.
<b>3. Connections</b>		
<b>3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Materiales auténticos</i>	<i>Cinco cosas para cuidar tu salud en verano</i>	I can identify ways to stay healthy during the summer heat.
<i>Materiales auténticos</i>	<i>Tu bienestar está en todo lo que consumes</i>	I can identify my own healthy habits and ones I would like to improve. I can listen and identify ways to practice wellness.
<i>Materiales auténticos</i>	<i>El secreto de la longevidad</i>	I can listen and interpret news reports related to health.
<i>Materiales auténticos</i>	<i>Drones mejoran salud</i>	I can interpret information about an innovative medical system.
<i>Materiales auténticos</i>	<i>Las redes sociales y la salud mental</i>	I can interpret a video about mental health.
<i>Exploración cultural</i>	<i>Las tortugas marinas</i>	I can express my opinion on how to protect sea turtles in Costa Rica.
<b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Exploración cultural</i>	<i>Los parques nacionales de Costa Rica</i>	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive informational video about national parks in Costa Rica.
<i>Exploración cultural</i>	<i>La biodiversidad costarricense</i>	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational infographic about the national symbols representing the biodiversity in Costa Rica.
<i>Exploración cultural</i>	<i>La antorcha de la libertad centroamericana</i>	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational text about a Costa Rican patriotic tradition.

<i>Exploración cultural</i>	<i>El ritmo de la Marimba</i>	I can understand the history and cultural significance of the <i>marimba</i> in Costa Rica. I can recall information from a video about the <i>marimba</i> .
<b>4. Comparisons</b>		
<b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>La salud y el bienestar</i>		Vocabulary related to health and sickness
<i>Los verbos reflexivos</i>		Reflexive verbs
<i>El condicional compuesto</i>		The conditional perfect
<i>Comparativos y superlativos</i>		Comparatives and superlatives
<i>El subjuntivo en estructuras comparativas</i>		Comparative structures with the subjunctive
<b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Viajamos por Costa Rica</i>	<i>Panorama: Zarcero, Costa Rica</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Costa Rica to help me explain and understand the perspectives of the target culture.
<i>Exploración cultural</i>	<i>Los parques nacionales de Costa Rica</i>	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive informational video about national parks in Costa Rica.
<i>Exploración cultural</i>	<i>La biodiversidad costarricense</i>	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational infographic about the national symbols representing the biodiversity in Costa Rica.
<i>Exploración cultural</i>	<i>Sherman Isidro Guity Guity</i>	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about a Costa Rican Paralympic athlete.
<i>Exploración cultural</i>	<i>La antorcha de la libertad centroamericana</i>	I can usually follow the main message in various time frames in a straightforward, and

		sometimes descriptive, informational text about a Costa Rican patriotic tradition.
<i>Exploración cultural</i>	<i>El casado</i>	I can understand an article about the history and cultural significance of a Costa Rican dish.
<i>Exploración cultural</i>	<i>El ritmo de la Marimba</i>	I can understand the history and cultural significance of the <i>marimba</i> in Costa Rica. I can recall information from a video about the <i>marimba</i> .
<i>Lecturas</i>	<i>La riqueza folklórica de Costa Rica</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand the importance of folklore.
<i>Lecturas</i>	<i>El Festival de la Luz</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand the cultural implications in Costa Rica.
<b>5. Communities</b>		
<b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
Can-Do Checklist		Can-Do self-assessment

<b>Capítulo 4: Perú</b>			
<b>1. Communication</b>			
<b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Actividades</i>	<i>Actividad 4: El arte y la música 4</i>	Reading/Writing	I can answer simple questions about my television and music preferences.
<i>Actividades</i>	<i>Actividad 6: El arte y la música 6</i>	Reading/Writing	I can write answers to simple questions about my favorite music and TV programs.
<i>Actividades</i>	<i>Actividad 7: El arte y la música 7</i>	Speaking	I can answer simple questions about my television and music preferences.
<i>Actividades</i>	<i>Actividad 19: El</i>	Reading/Writing	I can answer questions

	<i>pluscuamperfecto 5</i>		about things I have already done.
<i>¡Vamos a charlar!</i>	<i>Preguntas personales</i>	Speaking	I can respond to questions about the arts.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking	I can discuss art in a variety of aspects.
<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking	I can discuss reasons for why a song is special.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can give details about a movie I would make. I can ask and answer questions about making a movie.
<b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Materiales auténticos</i>	<i>Donde el terror domina la pantalla</i>	Reading	I can interpret a graph about movie preferences.
<i>Materiales auténticos</i>	<i>Perú Moda Deco</i>	Listening	I can interpret a video about a form of art.
<i>Materiales auténticos</i>	<i>Festival de cine</i>	Reading	I can interpret information about a movie festival.
<i>Materiales auténticos</i>	<i>Margarita 2: Tráiler oficial</i>	Listening/ Reading	I can understand information from a movie trailer. I can read and interpret from a movie trailer.
<i>Exploración cultural</i>	<i>Las estrategias educativas</i>	Listening	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about Peruvian education for three-year-old kids.
<i>Exploración cultural</i>	<i>Las lenguas originarias de Perú</i>	Listening	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about the native

			languages in Peru.
<i>Exploración cultural</i>	<i>Las celebraciones en Perú</i>	Listening	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about a birthday celebration in Peru.
<i>Exploración cultural</i>	<i>Zonas geográficas de Perú</i>	Listening	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about the natural regions of Peru.
<i>Exploración cultural</i>	<i>Zonas geográficas de Perú</i>	Listening	I can understand the history and cultural significance of fashion in Peru.
<i>Exploración cultural</i>	<i>Descubre un Perú sostenible</i>	Reading	I can understand an article about how tourism can positively or negatively impact local environments and communities.
<i>Exploración cultural</i>	<i>Fiestas que no te puedes perder</i>	Reading	I can understand an article about festivals in Peru.
<i>Exploración cultural</i>	<i>Civilizaciones antiguas de Perú</i>	Reading	I can understand an article about ancient civilizations in Peru.
<i>Exploración cultural</i>	<i>La música de Perú con Renata Flores</i>	Reading/ Listening	I can understand an article about Renata Flores. I can understand part of a video interview with Renata Flores.
<i>Entrevistas</i>	<i>Cora</i>	Listening	I can understand some of what a person from Argentina says in an interview about art and music.
<i>Entrevistas</i>	<i>Josep</i>	Listening	I can understand some of what a person from Spain says in an

			interview about art and music.
<i>Lecturas</i>	<i>El ritmo afroperuano</i>	Reading	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about the African heritage in Peruvian dances.
<i>Lecturas</i>	<i>Tradiciones vivas de Perú</i>	Reading	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about Incan heritage in ancestral practices.
Integrated Performance Assessment	Interpretive Listening	Listening	I can interpret a video about filming a movie in Peru.

**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 arte y la música 9</i>	Writing	I can write about the shows, movies, and music that I enjoy.
<i>Actividades</i>	<i>Actividad 14: Frases con verbos 4</i>	Writing	I can write about something I recently experienced.
<i>Materiales auténticos</i>	<i>Donde el terror domina la pantalla</i>	Writing	I can state my movie preferences.
<i>Materiales auténticos</i>	<i>Perú Moda Deco</i>	Writing	I can state my opinion about a form of art.
<i>Materiales auténticos</i>	<i>Margarita 2: Tráiler oficial</i>	Writing	I can state my opinion about a movie trailer.

## 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 Perú</i>	<i>Panorama: El Templo del Sol</i>	I can use words, phrases and simple sentences to identify and describe cultural products and practices in Peru to help me



		explain and understand the perspectives of the target culture.
<i>Exploración cultural</i>	<i>Las estrategias educativas</i>	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about Peruvian education for three-year-old kids.
<i>Exploración cultural</i>	<i>Las celebraciones en Perú</i>	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about a birthday celebration in Peru.
<i>Exploración cultural</i>	<i>Fiestas que no te puedes perder</i>	I can understand an article about festivals in Peru.
<i>Lecturas</i>	<i>El ritmo afroperuano</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of the Afro influence in Peruvian culture.
<i>Lecturas</i>	<i>Tradiciones vivas de Perú</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of the Incan influence in the Peruvian culture.
<b>2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Viajamos por Perú</i>	<i>Panorama: El Templo del Sol</i>	I can use words, phrases and simple sentences to identify and describe cultural products and practices in Peru to help me explain and understand the perspectives of the target culture.
<i>Exploración cultural</i>	<i>Zonas geográficas de Perú</i>	I can understand the history and cultural significance of fashion in Peru.
<i>Lecturas</i>	<i>El ritmo afroperuano</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of the Afro influence in Peruvian culture.

<i>Lecturas</i>	<i>Tradiciones vivas de Perú</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of the Incan influence in the Peruvian culture.
<b>3. Connections</b>		
<b>3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Exploración cultural</i>	<i>Zonas geográficas de Perú</i>	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about the natural regions of Peru.
<i>Exploración cultural</i>	<i>Zonas geográficas de Perú</i>	I can understand the history and cultural significance of fashion in Peru.
<i>Exploración cultural</i>	<i>Descubre un Perú sostenible</i>	I can understand an article about how tourism can positively or negatively impact local environments and communities. I can write about sustainable tourism and the planet. I can discuss how tourism can positively or negatively impact local environments and communities.
<i>Exploración cultural</i>	<i>Civilizaciones antiguas de Perú</i>	I can understand an article about ancient civilizations in Peru.
<b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Exploración cultural</i>	<i>Las celebraciones en Perú</i>	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about a birthday celebration in Peru.
<i>Exploración cultural</i>	<i>Zonas geográficas de Perú</i>	I can understand the history and cultural significance of fashion in Peru.
<i>Exploración cultural</i>	<i>Fiestas que no te puedes perder</i>	I can understand an article about festivals in Peru.
<i>Lecturas</i>	<i>El ritmo afroperuano</i>	In my own and other cultures, I can make comparisons between

		products and practices to help me understand perspectives of the Afro influence in Peruvian culture.
<i>Lecturas</i>	<i>Tradiciones vivas de Perú</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of the Incan influence in the Peruvian culture.
<b>4. Comparisons</b>		
<b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>El arte y la música</i>		Vocabulary related to the arts and music
<i>Frases con verbos</i>		Verb phrases
<i>El pluscuamperfecto</i>		The past perfect
<i>Los dichos culturales</i>		Cultural sayings
<b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Viajamos por Perú</i>	<i>Panorama: El Templo del Sol</i>	I can use words, phrases and simple sentences to identify and describe cultural products and practices in Peru to help me explain and understand the perspectives of the target culture.
<i>Exploración cultural</i>	<i>Las estrategias educativas</i>	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about Peruvian education for three-year-old kids.
<i>Exploración cultural</i>	<i>Las lenguas originarias de Perú</i>	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about the native languages in Peru.
<i>Exploración cultural</i>	<i>Las celebraciones en Perú</i>	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about a birthday celebration in Peru.

<i>Exploración cultural</i>	<i>Zonas geográficas de Perú</i>	I can understand the history and cultural significance of fashion in Peru.
<i>Exploración cultural</i>	<i>Fiestas que no te puedes perder</i>	I can understand an article about festivals in Peru.
<i>Lecturas</i>	<i>El ritmo afroperuano</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of the Afro influence in Peruvian culture.
<i>Lecturas</i>	<i>Tradiciones vivas de Perú</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of the Incan influence in the Peruvian 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 arte y la música</i>	<i>En la comunidad</i>	Listen to a variety of accents as you practice your Spanish skills
<i>Frases con verbos</i>	<i>En la comunidad</i>	Become active in a Spanish club

**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: 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>Actividades</i>	<i>Actividad 4: El poder mundial 4</i>	Speaking	I can answer some questions about governments.
<i>Actividades</i>	<i>Actividad 7: El poder mundial 7</i>	Writing	I can answer some questions about governments.
<i>¡Vamos a charlar!</i>	<i>Preguntas personales</i>	Speaking	I can respond to questions about the world.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking	I can discuss my thoughts on the educational system in

			a variety of aspects.
<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking	I can give my opinion on humanitarian aid.
Integrated Performance Assessment	Interpersonal Writing	Writing	I can describe a protest.
<b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Materiales auténticos</i>	<i>México elige a su primera presidenta</i>	Reading	I can understand an infographic about Mexico's first female president. I can understand an article about Mexico's first female president.
<i>Materiales auténticos</i>	<i>Voces silenciadas</i>	Reading	I can interpret a news report about artistic censorship.
<i>Materiales auténticos</i>	<i>Proyecto POSAS: Seguridad Alimentaria en Cuba</i>	Listening	I can interpret an authentic video about food systems.
<i>Materiales auténticos</i>	<i>La familia Castro Ruz</i>	Listening	I can interpret a video about the Cuban government.
<i>Exploración cultural</i>	<i>Ritmos que viajan</i>	Reading	I can understand the history and cultural significance of Afro-Cuban influence in music.
<i>Exploración cultural</i>	<i>Leyendas cubanas</i>	Reading	I can understand an article about Cuban legends.
<i>Exploración cultural</i>	<i>La riqueza cultura de Cuba</i>	Listening	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about a national park that is a UNESCO World Heritage Site.
<i>Exploración cultural</i>	<i>El Día Internacional de la Danza en Granma</i>	Listening	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive,

			informational video about a celebration of International Dance Day in Granma.
<i>Exploración cultural</i>	<i>Trinidad de Cuba y su encanto</i>	Listening	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about a historical Cuban city.
<i>Exploración cultural</i>	<i>La historia y la cultura de Santiago</i>	Listening	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about the cultural and historical aspects of Santiago de Cuba.
<i>Entrevistas</i>	<i>Cora</i>	Listening	I can understand some of what a person from Argentina says in an interview about the government.
<i>Entrevistas</i>	<i>Josep</i>	Listening	I can understand some of what a person from Spain says in an interview about the government.
<i>Lecturas</i>	<i>Los taínos: El corazón ancestral de Cuba</i>	Reading	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational text about the Taíno influence in Cuban culture.
<i>Lecturas</i>	<i>Guantanamera: De Cuba para el mundo</i>	Reading	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational text about a Cuban musician and his iconic song.
Integrated Performance	Interpersonal Writing	Writing	I can read and interpret

Assessment			an email about a project.
Integrated Performance Assessment	Interpretive Listening	Listening	I can listen and interpret a video about protests.
<b>1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</b>			
Section	Title	Mode	Can-Do/Description
<i>Actividades</i>	<i>Actividad 5: El poder mundial 5</i>	Writing	I can identify and describe things I see in relation to government and social issues.
<i>Actividades</i>	<i>Actividad 10: El poder mundial 10</i>	Writing	I can begin to explain my local government or my country's government.
<i>Exploración cultural</i>	<i>Leyendas cubanas</i>	Writing	I can write my own original legend inspired by the elements of Cuban folklore.
<i>¡Vamos a charlar!</i>	Presentation #1	Speaking	I can talk about poverty and give my opinion.
Integrated Performance Assessment	Presentation Speaking	Speaking	I can compare and contrast protests. I can describe protests in my community and in the Spanish-speaking world.
<b>2. Culture</b>			
<b>2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</b>			
Section	Title	Can-Do/Description	
<i>Viajamos por Cuba</i>	<i>Panorama: Hotel Nacional, Cuba</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>	<i>El Día Internacional de la Danza en Granma</i>	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about a celebration of International Dance Day in Granma.	
<i>Lecturas</i>	<i>Guantanamo: De Cuba para el mundo</i>	In my own and other cultures, I can make comparisons between products and practices to help me	

		understand perspectives of distinctive cultural aspects of Cuban music.
<b>2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Viajamos por Cuba</i>	<i>Panorama: Hotel Nacional, Cuba</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>	<i>Ritmos que viajan</i>	I can understand the history and cultural significance of Afro-Cuban influence in music.
<i>Exploración cultural</i>	<i>Delicias callejeras y platos tradicionales</i>	I can understand the cultural significance of food in Cuba. I can identify popular Cuban street foods and traditional dishes.
<i>Lecturas</i>	<i>Guantanamera: De Cuba para el mundo</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of distinctive cultural aspects of Cuban music.
<b>3. Connections</b>		
<b>3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Materiales auténticos</i>	<i>México elige a su primera presidenta</i>	I can understand an infographic about Mexico's first female president. I can understand an article about Mexico's first female president.
<i>Materiales auténticos</i>	<i>Voces silenciadas</i>	I can interpret a news report about artistic censorship.
<i>Materiales auténticos</i>	<i>Proyecto POSAS: Seguridad Alimentaria en Cuba</i>	I can interpret an authentic video about food systems.
<i>Materiales auténticos</i>	<i>La familia Castro Ruz</i>	I can interpret a video about the Cuban government.
<i>Exploración cultural</i>	<i>Ritmos que viajan</i>	I can understand the history and cultural significance of Afro-Cuban influence in music.
<i>Exploración cultural</i>	<i>La historia y la cultura de Santiago</i>	I can usually follow the main message in various time frames in a straightforward, and



		sometimes descriptive, informational video about the cultural and historical aspects of Santiago de Cuba.
<i>Lecturas</i>	<i>Los taínos: El corazón ancestral de Cuba</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of the Taíno influence in Cuban culture.

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

Section	Title	Can-Do/Description
<i>Exploración cultural</i>	<i>Ritmos que viajan</i>	I can understand the history and cultural significance of Afro-Cuban influence in music.
<i>Exploración cultural</i>	<i>Leyendas cubanas</i>	I can understand an article about Cuban legends.
<i>Exploración cultural</i>	<i>Murales con mensaje</i>	I can identify key elements of Cuban street art, including its purpose and cultural significance.
<i>Exploración cultural</i>	<i>Delicias callejeras y platos tradicionales</i>	I can understand the cultural significance of food in Cuba. I can identify popular Cuban street foods and traditional dishes.
<i>Exploración cultural</i>	<i>El Día Internacional de la Danza en Granma</i>	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about a celebration of International Dance Day in Granma.
<i>Lecturas</i>	<i>Los taínos: El corazón ancestral de Cuba</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of the Taíno influence in Cuban culture.
<i>Lecturas</i>	<i>Guantanamera: De Cuba para el mundo</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of distinctive cultural aspects of Cuban music.

## 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 poder mundial</i>		Vocabulary related world power
<i>Saber y conocer en contexto</i>		Using <i>saber</i> and <i>conocer</i> correctly
<i>Saber y conocer con el subjuntivo</i>		Using <i>saber</i> and <i>conocer</i> with the subjunctive
<i>Oraciones complejas</i>		Review basic sentence structure
<b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>		
Section	Title	Can-Do/Description
<i>Viajamos por Cuba</i>	<i>Panorama: Hotel Nacional, Cuba</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>	<i>Ritmos que viajan</i>	I can understand the history and cultural significance of Afro-Cuban influence in music.
<i>Exploración cultural</i>	<i>Leyendas cubanas</i>	I can understand an article about Cuban legends.
<i>Exploración cultural</i>	<i>Murales con mensaje</i>	I can identify key elements of Cuban street art, including its purpose and cultural significance.
<i>Exploración cultural</i>	<i>Delicias callejeras y platos tradicionales</i>	I can understand the cultural significance of food in Cuba. I can identify popular Cuban street foods and traditional dishes.
<i>Exploración cultural</i>	<i>El Día Internacional de la Danza en Granma</i>	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about a celebration of International Dance Day in Granma.
<i>Exploración cultural</i>	<i>Trinidad de Cuba y su encanto</i>	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about a historical Cuban city.
<i>Exploración cultural</i>	<i>La historia y la cultura de Santiago</i>	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about the

		cultural and historical aspects of Santiago de Cuba.
<i>Exploración cultural</i>	<i>La música de Cuba con Cimagunk</i>	I can understand an article about Cimagunk.
<i>Lecturas</i>	<i>Los taínos: El corazón ancestral de Cuba</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of the Taíno influence in Cuban culture.
<i>Lecturas</i>	<i>Guantanamera: De Cuba para el mundo</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of distinctive cultural aspects of Cuban music.

## 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 poder mundial</i>	<i>En la comunidad</i>	Read and talk to others about global issues

**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: Guatemala

### 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: Nuestra comunidad global 9</i>	Writing	I can answer some questions about immigration.
<i>¡Vamos a charlar!</i>	<i>Preguntas personales</i>	Speaking	I can respond to questions about cultural aspects of my life and my community.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking	I can discuss my family's traditions with my partner.
<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking	I can discuss different ways to help with cultural conflicts.

Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can state my opinion about the name of a holiday. I can ask and answer questions about a holiday.
<b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Actividades</i>	<i>Actividad 1: Nuestra comunidad global 1</i>	Reading	I can understand words related to immigration, equality, and human rights.
<i>Actividades</i>	<i>Actividad 4: Nuestra comunidad global 4</i>	Reading	I can understand words related to human rights.
<i>Materiales auténticos</i>	<i>Derechos humanos de migrantes en México</i>	Listening	I can compare the rights of migrants in Mexico with the rights of migrants in my country.
<i>Materiales auténticos</i>	<i>Migrantes salen de Honduras</i>	Listening	I can interpret a news report about immigration.
<i>Materiales auténticos</i>	<i>Centro para migrantes en Guatemala</i>	Listening	I can interpret a video about immigration.
<i>Materiales auténticos</i>	<i>Voces migrantes y la diversidad cultural</i>	Listening	I can interpret a video about a documentary.
<i>Materiales auténticos</i>	<i>De León a la Universidad de Stanford</i>	Listening	I can interpret a video about an immigrant.
<i>Exploración cultural</i>	<i>Carreteras que cambian vidas: Tecpán-Patzún</i>	Listening	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about a recently built road in a rural area in Guatemala.
<i>Exploración cultural</i>	<i>El volcán Pacaya</i>	Listening	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about the impact a volcano has on the surrounding area.
<i>Exploración cultural</i>	<i>El impacto global del aguacate</i>	Listening	I can usually follow the

	<i>guatemalteco</i>		main message in various time frames in a straightforward, and sometimes descriptive, informational video about the avocado industry in Guatemala.
<i>Exploración cultural</i>	<i>Semillas de esperanza: mujeres cambiando Chiquimula</i>	Listening	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about a group of Guatemalan women who run a seed bank to help their community.
<i>Exploración cultural</i>	<i>Arte, historia y sabores en los mercados guatemaltecos</i>	Reading	I can understand an article about markets in Guatemala.
<i>Exploración cultural</i>	<i>Gastronomía guatemalteca</i>	Reading	I can understand an article about food in Guatemala.
<i>Exploración cultural</i>	<i>La leyenda y el legado del quetzal</i>	Reading	I can understand an article about the cultural, historical, and ecological significance of the quetzal.
<i>Exploración cultural</i>	<i>La música de Guatemala con Gaby Moreno</i>	Reading	I can understand an article about a culturally significant musician in Guatemala.
<i>Entrevistas</i>	<i>Cora</i>	Listening	I can understand some of what a person from Argentina says in an interview about diversity and inclusion.
<i>Entrevistas</i>	<i>Josep</i>	Listening	I can understand some of what a person from Spain says in an interview about diversity and inclusion.
<i>Lecturas</i>	<i>Marimba, Rabin Ajaw y voladores: Cultura viva</i>	Reading	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive,

			paragraph-length informational text about popular Guatemalan celebrations and ceremonies.
<i>Lecturas</i>	<i>La riqueza lingüística de los pueblos mayas de Guatemala</i>	Reading	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about Guatemala ancestral cultural diversity.
Integrated Performance Assessment	Interpretive Listening	Listening	I can listen and interpret videos about celebrating diversity.

**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: Nuestra comunidad global 8</i>	Writing	I can write about immigration, equality, and human rights.
<i>Materiales auténticos</i>	<i>De León a la Universidad de Stanford</i>	Writing	I can state my opinion about civic education.
<i>Exploración cultural</i>	<i>De la tierra a la taza: el café guatemalteco</i>	Writing	I can describe my personal preferences and experiences related to coffee.
<i>Exploración cultural</i>	<i>Gastronomía guatemalteca</i>	Writing	I can write a short description of a traditional Guatemalan dish and explain its cultural significance.
<i>¡Vamos a charlar!</i>	Presentational #1	Speaking	I can talk about stereotypes.

## 2. Culture

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

Section	Title	Can-Do/Description
<i>Viajamos por Guatemala</i>	<i>Panorama: San Antonio Palopó, Guatemala</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Guatemala to help me explain and understand the perspectives of the target culture.

<i>Exploración cultural</i>	<i>Semillas de esperanza: mujeres cambiando Chiquimula</i>	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about a group of Guatemalan women who run a seed bank to help their community.
<i>Exploración cultural</i>	<i>De la tierra a la taza: el café guatemalteco</i>	I can compare the cultural significance of coffee production in Guatemala with agricultural practices in my own community.
<i>Lecturas</i>	<i>Marimba, Rabin Ajaw y voladores: Cultura viva</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand the perspectives that celebrations and ceremonies have on cultural identity.
<i>Lecturas</i>	<i>La riqueza lingüística de los pueblos mayas de Guatemala</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of the legacy of ancient traditions.
<b>2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Viajamos por Guatemala</i>	<i>Panorama: San Antonio Palopó, Guatemala</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Guatemala to help me explain and understand the perspectives of the target culture.
<i>Exploración cultural</i>	<i>El impacto global del aguacate guatemalteco</i>	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about the avocado industry in Guatemala.
<i>Exploración cultural</i>	<i>Arte, historia y sabores en los mercados guatemaltecos</i>	I can compare markets in Guatemala to markets where I live.
<i>Exploración cultural</i>	<i>Gastronomía guatemalteca</i>	I can write a short description of a traditional Guatemalan dish and explain its cultural significance. I can describe how traditional foods in Guatemala reflect

		cultural values and compare them to those in my culture.
<i>Lecturas</i>	<i>Marimba, Rabin Ajaw y voladores: Cultura viva</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand the perspectives that celebrations and ceremonies have on cultural identity.
<b>3. Connections</b>		
<b>3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Materiales auténticos</i>	<i>Derechos humanos de migrantes en México</i>	I can compare the rights of migrants in Mexico with the rights of migrants in my country.
<i>Materiales auténticos</i>	<i>Migrantes salen de Honduras</i>	I can infer the impact of immigration on a community.
<i>Exploración cultural</i>	<i>El volcán Pacaya</i>	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about the impact a volcano has on the surrounding area.
<i>Exploración cultural</i>	<i>El impacto global del aguacate guatemalteco</i>	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about the avocado industry in Guatemala.
<i>Exploración cultural</i>	<i>De la tierra a la taza: el café guatemalteco</i>	I can compare the cultural significance of coffee production in Guatemala with agricultural practices in my own community.
<i>Exploración cultural</i>	<i>La música de Guatemala con Gaby Moreno</i>	I can write about how music and activism intersect in the work of Gaby Moreno and make comparisons with a musician from my own culture.
<i>Lecturas</i>	<i>La riqueza lingüística de los pueblos mayas de Guatemala</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of the legacy of ancient traditions.
<b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>



<i>Exploración cultural</i>	<i>El impacto global del aguacate guatemalteco</i>	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about the avocado industry in Guatemala.
<i>Exploración cultural</i>	<i>Semillas de esperanza: mujeres cambiando Chiquimula</i>	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about a group of Guatemalan women who run a seed bank to help their community.
<i>Exploración cultural</i>	<i>Arte, historia y sabores en los mercados guatemaltecos</i>	I can compare markets in Guatemala to markets where I live.
<i>Exploración cultural</i>	<i>De la tierra a la taza: el café guatemalteco</i>	I can compare the cultural significance of coffee production in Guatemala with agricultural practices in my own community.
<i>Exploración cultural</i>	<i>La leyenda y el legado del quetzal</i>	I compare the significance of the quetzal in Guatemala with an animal or symbol in my country.
<i>Exploración cultural</i>	<i>Gastronomía guatemalteca</i>	I can write a short description of a traditional Guatemalan dish and explain its cultural significance. I can describe how traditional foods in Guatemala reflect cultural values and compare them to those in my culture.
<i>Exploración cultural</i>	<i>La música de Guatemala con Gaby Moreno</i>	I can write about how music and activism intersect in the work of Gaby Moreno and make comparisons with a musician from my own culture.
<i>Lecturas</i>	<i>Marimba, Rabin Ajaw y voladores: Cultura viva</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand the perspectives that celebrations and ceremonies have on cultural identity.
<i>Lecturas</i>	<i>La riqueza lingüística de los pueblos mayas de Guatemala</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of the legacy of ancient traditions.

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>Nuestra comunidad global</i>		Vocabulary related to the global community
<i>El futuro perfecto</i>		The future perfect
<i>El condicional compuesto y el pluscuamperfecto del subjuntivo</i>		The conditional perfect and the pluperfect of the subjunctive
<i>El futuro perfecto y el condicional compuesto</i>		The future perfect and the conditional perfect
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>Derechos humanos de migrantes en México</i>	I can compare the rights of migrants in Mexico with the rights of migrants in my country.
<i>Materiales auténticos</i>	<i>Migrantes salen de Honduras</i>	I can infer the impact of immigration on a community.
<i>Viajamos por Guatemala</i>	<i>Panorama: San Antonio Palopó, Guatemala</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Guatemala to help me explain and understand the perspectives of the target culture.
<i>Exploración cultural</i>	<i>Carreteras que cambian vidas: Tecpán-Patzún</i>	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about a recently built road in a rural area in Guatemala.
<i>Exploración cultural</i>	<i>El impacto global del aguacate guatemalteco</i>	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about the avocado industry in Guatemala.
<i>Exploración cultural</i>	<i>Semillas de esperanza: mujeres cambiando Chiquimula</i>	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about a group of Guatemalan women who run a seed bank to help their community.
<i>Exploración cultural</i>	<i>Arte, historia y sabores en los mercados</i>	I can compare markets in

	<i>guatemaltecos</i>	Guatemala to markets where I live.
<i>Exploración cultural</i>	<i>De la tierra a la taza: el café guatemalteco</i>	I can compare the cultural significance of coffee production in Guatemala with agricultural practices in my own community.
<i>Exploración cultural</i>	<i>Gastronomía guatemalteca</i>	I can write a short description of a traditional Guatemalan dish and explain its cultural significance. I can describe how traditional foods in Guatemala reflect cultural values and compare them to those in my culture.
<i>Exploración cultural</i>	<i>La leyenda y el legado del quetzal</i>	I compare the significance of the quetzal in Guatemala with an animal or symbol in my country.
<i>Exploración cultural</i>	<i>La música de Guatemala con Gaby Moreno</i>	I can write about how music and activism intersect in the work of Gaby Moreno and make comparisons with a musician from my own culture. I can understand an article about a culturally significant musician in Guatemala.
<i>Lecturas</i>	<i>Marimba, Rabin Ajaw y voladores: Cultura viva</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand the perspectives that celebrations and ceremonies have on cultural identity.
<i>Lecturas</i>	<i>La riqueza lingüística de los pueblos mayas de Guatemala</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of the legacy of ancient traditions.

## 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 7: 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
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<i>¡Vamos a charlar!</i>	<i>Preguntas personales</i>	Speaking	I can respond to questions about conserving the environment.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking	I can discuss the ecosystem.
<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking	I can discuss ways to reduce my ecological footprint.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can describe ways to improve an environmental issue. I can ask and answer questions about an environmental issue.

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

<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Actividades</i>	<i>Actividad 3: Nuestro planeta 3</i>	Reading	I can determine whether statements about geography, natural disasters, and animals are true.
<i>Materiales auténticos</i>	<i>Desastres naturales en Latinoamérica y el Caribe</i>	Listening	I can interpret a video about natural disasters.
<i>Materiales auténticos</i>	<i>La flora y fauna de Chile</i>	Listening	I can interpret a video about ecotourism in Chile.
<i>Materiales auténticos</i>	<i>Reciclaje y reutilización: un proyecto binacional</i>	Listening	I can understand a video about a recycling project in Chile and Argentina.
<i>Materiales auténticos</i>	<i>Chile: un futuro sin carbón</i>	Listening	I can interpret a video about renewable energy.
<i>Exploración cultural</i>	<i>Rapa Nui: una cultura viva</i>	Reading	I can understand informational text about the Rapa Nui culture.
<i>Exploración cultural</i>	<i>Rapa Nui: una cultura viva</i>	Listening	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about the Rapa Nui culture.
<i>Exploración cultural</i>	<i>Explorando la Patagonia: ríos y maravillas naturales</i>	Reading/ Listening	I can understand a guide about travel in Chile.

			I can understand a video about kayaking in Chile.
<i>Exploración cultural</i>	<i>Descubriendo Atacama: entre valles, dunas y estrellas</i>	Listening	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational video about the Atacama Desert.
<i>Exploración cultural</i>	<i>Ojos del Salado: el gigante de los Andes</i>	Reading	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, informational text about the highest mountain in the Chilean region.
<i>Exploración cultural</i>	<i>Pichilemu y Arica: paraísos del surf</i>	Reading	I can understand an article about surf culture in Chile.
<i>Exploración cultural</i>	<i>Esports en Chile: más que un juego, una cultura</i>	Reading	I can understand an article about the history and cultural significance of esports in Chile.
<i>Exploración cultural</i>	<i>La leyenda del Caleuche: el barco fantasma de Chile</i>	Reading	I can understand an article about a Chilean legend.
<i>Exploración cultural</i>	<i>La gastronomía callejera de Chile</i>	Reading	I can understand an article about Chilean street food.
<i>Exploración cultural</i>	<i>La música de Chile con Mon Laferte</i>	Reading	I can understand an article about Mon Laferte.
<i>Entrevistas</i>	<i>Cora</i>	Listening	I can understand some of what a person from Argentina says in an interview about the environment and renewable energy.
<i>Entrevistas</i>	<i>Josep</i>	Listening	I can understand some of what a person from Spain says in an interview about the environment and renewable energy.
<i>Lecturas</i>	<i>Gabriela Mistral: poeta del alma</i>	Reading	I can usually follow the

	<i>y de la cultura</i>		main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about a Chilean poet and cultural influencer.
<i>Lecturas</i>	<i>Bajo el mismo cielo: ciencia y tradición</i>	Reading	I can usually follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about astronomy in Chile from a scientific and ancestral perspective.
Integrated Performance Assessment	Interpretive Listening	Listening	I can listen to and interpret a video about an environmental challenge.

**1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.**

Section	Title	Mode	Can-Do/Description
<i>Actividades</i>	<i>Actividad 4: Nuestro planeta 4</i>	Speaking	I can talk about a map, mentioning geographical features of an area.
<i>Actividades</i>	<i>Actividad 8: Nuestro planeta 8</i>	Reading	I can read and discuss current events.
<i>Actividades</i>	<i>Actividad 9: Nuestro planeta 9</i>	Writing	I can write sentences about geography, natural disasters, and animals.
<i>¡Vamos a charlar!</i>	Presentation #1	Speaking	I can talk about an environmental concern.
Integrated Performance Assessment	Presentation Writing	Writing	I can describe potential solutions to an environmental problem. I can describe an environmental problem.

## 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>Viajamos por Chile</i>	<i>Panorama: Observatorio Paranal</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>Exploración cultural</i>	<i>Pichilemu y Arica: paraísos del surf</i>	I can compare the role of surfing in Chile with a sport or activity that is important in my own culture.
<i>Exploración cultural</i>	<i>La música de Chile con Mon Laferte</i>	I can compare Mon Laferte's activism to that of artists in my own culture.
<i>Lecturas</i>	<i>Gabriela Mistral: poeta del alma y de la cultura</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of minority groups in Chilean culture.
<i>Lecturas</i>	<i>Bajo el mismo cielo: ciencia y tradición</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of astronomy 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.**

<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Viajamos por Chile</i>	<i>Panorama: Observatorio Paranal</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>Exploración cultural</i>	<i>La gastronomía callejera de Chile</i>	I can compare Chilean street food with street food in my own country.
<i>Lecturas</i>	<i>Gabriela Mistral: poeta del alma y de la cultura</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of minority groups in Chilean culture.
<i>Lecturas</i>	<i>Bajo el mismo cielo: ciencia y tradición</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of astronomy in Chile.

<b>3. Connections</b>		
<b>3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Materiales auténticos</i>	<i>Desastres naturales en Latinoamérica y el Caribe</i>	I can identify types of natural disasters.
<i>Materiales auténticos</i>	<i>La flora y fauna de Chile</i>	I can interpret a video about ecotourism in Chile.
<i>Materiales auténticos</i>	<i>Reciclaje y reutilización: un proyecto binacional</i>	I can understand a video about a recycling project in Chile and Argentina.
<i>Materiales auténticos</i>	<i>Chile: un futuro sin carbón</i>	I can interpret a video about renewable energy.
<i>Exploración cultural</i>	<i>La música de Chile con Mon Laferte</i>	I can compare Mon Laferte's activism to that of artists in my own culture.
<b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Materiales auténticos</i>	<i>Reciclaje y reutilización: un proyecto binacional</i>	I can understand a video about a recycling project in Chile and Argentina.
<i>Exploración cultural</i>	<i>Pichilemu y Arica: paraísos del surf</i>	I can describe how surfing has influenced Chilean culture and the local economy.
<i>Exploración cultural</i>	<i>Esports en Chile: más que un juego, una cultura</i>	I can explain how esports influence culture and economy in Chile. I can compare the role of video games in Chile and in my own country.
<i>Exploración cultural</i>	<i>La leyenda del Caleuche: el barco fantasma de Chile</i>	I can compare and contrast the legend of <i>El Caleuche</i> with legends from my own culture.
<i>Exploración cultural</i>	<i>La gastronomía callejera de Chile</i>	I can compare Chilean street food with street food in my own country.
<i>Lecturas</i>	<i>Gabriela Mistral: poeta del alma y de la cultura</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of minority groups in Chilean culture.
<i>Lecturas</i>	<i>Bajo el mismo cielo: ciencia y tradición</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of



		astronomy in Chile.
<b>4. Comparisons</b>		
<b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Nuestro planeta</i>		Vocabulary related to the planet
<i>El imperfecto del subjuntivo</i>		The imperfect subjunctive
<i>Cláusulas con «si»</i>		If clauses
<i>Ojalá</i>		<i>Ojalá</i> and the subjunctive
<b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Materiales auténticos</i>	<i>Reciclaje y reutilización: un proyecto binacional</i>	I can understand a video about a recycling project in Chile and Argentina.
<i>Exploración cultural</i>	<i>Pichilemu y Arica: paraísos del surf</i>	I can describe how surfing has influences Chilean culture and the local economy. I can compare the role of surfing in Chile with a sport or activity that is important in my own culture.
<i>Exploración cultural</i>	<i>Esports en Chile: más que un juego, una cultura</i>	I can compare the role of video games in Chile and in my own country. I can explain how esports influence culture and economy in Chile.
<i>Exploración cultural</i>	<i>La leyenda del Caleuche: el barco fantasma de Chile</i>	I can compare and contrast the legend of <i>El Caleuche</i> with legends from my own culture.
<i>Exploración cultural</i>	<i>La gastronomía callejera de Chile</i>	I can compare Chilean street food with street food in my own country.
<i>Lecturas</i>	<i>Gabriela Mistral: poeta del alma y de la cultura</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of minority groups in Chilean culture.
<i>Lecturas</i>	<i>Bajo el mismo cielo: ciencia y tradición</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of astronomy in Chile.
<b>5. Communities</b>		
<b>5.1 School and Global Communities: Learners use the language both within and beyond the</b>		

<b>classroom to interact and collaborate in their community and the globalized world.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Cláusulas con «si»</i>	<i>En la comunidad</i>	Investigate global issues
<b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
Can-Do Checklist		Can-Do self-assessment

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