--*Introducción--*

*I can find my world language classroom without having to ask another student or a teacher for directions. (Intercultural Competencies)*

*--Capítulo 1: México--*

*I can identify a few words on a flyer. (Interpretive Reading)*

*I can read about a Mexican cultural figure. (Interpretive Reading)*

*I can read and understand a non-fiction text in Spanish. (Interpretive Reading)*

*I can recognize cognates in an infographic. (Interpretive Reading)*

*I can understand some words and phrases in an infographic. (Interpretive Reading)*

*I can recognize numbers and words in a commercial. (Interpretive Listening)*

*I can recognize numbers in a commercial. (Interpretive Listening)*

*I can recognize some words and phrases in a commercial. (Interpretive Listening)*

*I can understand a commercial in Spanish. (Interpretive Listening)*

*I can understand a simple greeting and respond appropriately. (Interpretive Listening)*

*I can understand a spoken phone number. (Interpretive Listening)*

*I can understand an advertisement about the Spanish lottery. (Interpretive Listening)*

*I can understand some greetings and phrases in an interview with a Spanish speaker. (Interpretive Listening)*

*I can understand some words and recognize letters in a video. (Interpretive Listening)*

*I can understand some words in an interview. (Interpretive Listening)*

*I can understand someone spelling some words aloud in Spanish. (Interpretive Listening)*

*I can answer questions in Spanish about myself. (Presentational Speaking)*

*I can greet someone. (Presentational Speaking)*

*I can introduce and give information about myself. (Presentational Speaking)*

*I can introduce myself to a group in Spanish. (Presentational Speaking)*

*I can spell some words aloud. (Presentational Speaking)*

*I can ask for and give my telephone number. (Interpersonal Speaking)*

*I can communicate basic information about myself. (Interpersonal Speaking)*

*I can communicate basic information about myself. (Interpersonal Speaking)*

*I can greet someone and introduce myself in Spanish. (Interpersonal Speaking)*

*I can introduce myself and exchange information with someone. (Interpersonal Speaking)*

*I can respond to an introduction. (Interpersonal Speaking)*

*I can answer some basic questions about las posadas. (Intercultural Competencies)*

*I can answer some basic questions about quinceañeras. (Intercultural Competencies)*

*I can compare and contrast the sounds in my community with the sounds heard in Mexico City. (Intercultural Competencies)*

*I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Mexico to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)*

*--Capítulo 2: Guatemala--*

*I can read about a Guatemalan cultural figure. (Interpretive Reading)*

*I can read an infographic. (Interpretive Reading)*

*I can read and understand a non-fiction text in Spanish. (Interpretive Reading)*

*I can understand a poster in Spanish. (Interpretive Reading)*

*I can understand a poster in Spanish. (Interpretive Reading)*

*I can understand most of a short reading about someone's school day. (Interpretive Reading)*

*I can understand some of an infographic about school supplies. (Interpretive Reading)*

*I can understand some of an infographic in Spanish. (Interpretive Reading)*

*I can understand very basic information from a back-to-school ad. (Interpretive Reading)*

*I can understand a commercial. (Interpretive Listening)*

*I can understand a simple question about my likes and dislikes and respond appropriately. (Interpretive Listening)*

*I can understand some words in a video. (Interpretive Listening)*

*I can understand some words in an interview. (Interpretive Listening)*

*I can understand some words in an interview. (Interpretive Listening)*

*I can understand words for school supplies in a commercial. (Interpretive Listening)*

*I can answer some questions in Spanish about myself and my school. (Presentational Speaking)*

*I can communicate basic information about my classroom. (Presentational Speaking)*

*I can identify common school supplies. (Presentational Speaking)*

*I can list items in my backpack. (Presentational Speaking)*

*I can state the school supplies I need. (Presentational Speaking)*

*I can write an e-mail or postcard about school. (Presentational Writing)*

*I can write simple sentences about the things I do and do not like. (Presentational Writing)*

*I can text about school supplies. (Interpersonal Writing)*

*I can ask about items in the classroom. (Interpersonal Speaking)*

*I can make a shopping list and estimate how much money I’ll need. (Interpersonal Speaking)*

*I can respond to yes/no questions about my classroom. (Interpersonal Speaking)*

*I can compare my own cultural celebrations with a Spanish cultural celebration. (Intercultural Competencies)*

*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. (Intercultural Competencies)*

*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. (Intercultural Competencies)*

*--Capítulo 3: El Salvador--*

*I can differentiate between masculine and feminine, as well as singular and plural nouns and adjectives. (Interpretive Reading)*

*I can read about a Salvadorian historical figure. (Interpretive Reading)*

*I can read and understand a non-fiction text in Spanish. (Interpretive Reading)*

*I can understand a letter describing someone. (Interpretive Reading)*

*I can understand a poster in Spanish. (Interpretive Reading)*

*I can understand some words and phrases in an infographic. (Interpretive Reading)*

*I can understand some words and phrases in an infographic. (Interpretive Reading)*

*I can understand a commercial in Spanish. (Interpretive Listening)*

*I can understand a short personal description. (Interpretive Listening)*

*I can understand some words and phrases in a TV commercial. (Interpretive Listening)*

*I can understand some words in a video. (Interpretive Listening)*

*I can understand some words in a video. (Interpretive Listening)*

*I can understand some words in a video. (Interpretive Listening)*

*I can understand some words in a video. (Interpretive Listening)*

*I can understand some words in an interview. (Interpretive Listening)*

*I can understand some words in an interview. (Interpretive Listening)*

*I can answer some questions in Spanish about myself. (Presentational Speaking)*

*I can describe myself and others. (Presentational Speaking)*

*I can introduce myself and share some basic details about myself. (Presentational Speaking)*

*I can introduce myself. (Presentational Speaking)*

*I can describe what people look like and how they feel. (Presentational Writing)*

*I can write an email to a friend. (Interpersonal Writing)*

*I can ask about someone else's family. (Interpersonal Speaking)*

*I can describe my family. (Interpersonal Speaking)*

*I can give basic information about myself and my family. (Interpersonal Speaking)*

*I can answer some questions about immigration. (Intercultural Competencies)*

*I can compare and contrast common cultural norms between American and Hispanic culture. (Intercultural Competencies)*

*I can compare street performers where I live with those in El Salvador. (Intercultural Competencies)*

*I can differentiate between tu, usted and ustedes. (Intercultural Competencies)*

*I can make connections and comparisons between my own cultural traditions of marriage and those of El Salvador. (Intercultural Competencies)*

*I can use words, phrases, and simple sentences to identify and describe cultural products and practices in El Salvador to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)*

*--Capítulo 4: España--*

*I can make family relationship connections. (Interpretive Reading)*

*I can read questions pertaining to myself and my personality. (Interpretive Reading)*

*I can read restaurant ads. (Interpretive Reading)*

*I can understand a family relationship based on a vocabulary riddle. (Interpretive Reading)*

*I can understand a family tree. (Interpretive Reading)*

*I can understand an infographic about numbers. (Interpretive Reading)*

*I can understand some details about a famous actor. (Interpretive Reading)*

*I can understand some details about a racecar driver. (Interpretive Reading)*

*I can understand some information about famous TV families. (Interpretive Reading)*

*I can understand some information about someone's family, as described in a letter. (Interpretive Reading)*

*I can recognize family member words in a commercial. (Interpretive Listening)*

*I can understand some of what is said in an interview with a Spanish speaker. (Interpretive Listening)*

*I can understand some of what is said in an interview with a Spanish speaker. (Interpretive Listening)*

*I can answer some questions in Spanish about myself and my family. (Presentational Speaking)*

*I can describe myself and the members in my family. (Presentational Speaking)*

*I can introduce myself and give basic information about myself and my family. (Presentational Speaking)*

*I can answer some basic questions about myself. (Presentational Writing)*

*I can say how old someone or something is. (Presentational Writing)*

*I can write about my friend. (Presentational Writing)*

*I can answer questions about my family. (Interpersonal Speaking)*

*I can ask and answer basic questions about the size of someone's family. (Interpersonal Speaking)*

*I can give basic information about my family members. (Interpersonal Speaking)*

*I can understand and answer basic questions about myself and my family. (Interpersonal Speaking)*

*I can understand some similarities and differences between common schedules in different countries. (Intercultural Competencies)*

*I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Spain to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)*

*--Capítulo 5: Honduras--*

*I can understand a gift certificate. (Interpretive Reading)*

*I can understand some information about banana republics. (Interpretive Reading)*

*I can understand some words and phrases in an infographic. (Interpretive Reading)*

*I can understand some words and phrases in an infographic. (Interpretive Reading)*

*I can understand words and phrases in an infographic. (Interpretive Reading)*

*I can information from a commercial. (Interpretive Listening)*

*I can recognize some words and phrases in a commercial. (Interpretive Listening)*

*I can recognize some words and phrases in a commercial. (Interpretive Listening)*

*I can understand a commercial in Spanish. (Interpretive Listening)*

*I can understand some of what a Spanish speaker says about their clothing. (Interpretive Listening)*

*I can understand some of what a Spanish speaker says about their clothing. (Interpretive Listening)*

*I can answer some simple questions about clothing. (Presentational Speaking)*

*I can describe what someone is wearing. (Presentational Speaking)*

*I can talk about clothes. (Presentational Speaking)*

*I can create a list of clothing I would wear for different activities. (Presentational Writing)*

*I can create a list of clothing I would wear for different activities. (Presentational Writing)*

*I can describe what someone is wearing. (Presentational Writing)*

*I can ask and answer questions about shopping/size/color. (Interpersonal Speaking)*

*I can ask and answer questions about shopping/size/color. (Interpersonal Speaking)*

*I can have a conversation in a store. (Interpersonal Speaking)*

*I can shop for clothes. (Interpersonal Speaking)*

*I can understand and answer questions about clothing. (Interpersonal Speaking)*

*I can compare my own cultural celebrations with a Spanish cultural celebration. (Intercultural Competencies)*

*I can understand a recipe for a popular drink. (Intercultural Competencies)*

*I can understand some information about typical foods of the Garifuna people. (Intercultural Competencies)*

*I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Honduras to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)*

*I can use words, phrases and simple sentences to identify and describe cultural products and practices in Honduras to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)*

*--Capítulo 6: Nicaragua--*

*I can read a weather forecast. (Interpretive Reading)*

*I can read a weather report. (Interpretive Reading)*

*I can read some basic information about the weather and determine the appropriate season. (Interpretive Reading)*

*I can understand an infographic about seasons around the globe. (Interpretive Reading)*

*I can understand an infographic about the weather in Central America. (Interpretive Reading)*

*I can understand some charts about the weather in Nicaragua. (Interpretive Reading)*

*I can understand some information about the length of months. (Interpretive Reading)*

*I can understand some information on an infographic. (Interpretive Reading)*

*I can understand some of an infographic in Spanish. (Interpretive Reading)*

*I can understand some of what a Spanish speaker says about their climate. (Interpretive Listening)*

*I can understand some of what a Spanish speaker says about their climate. (Interpretive Listening)*

*I can understand some words about when an event is taking place. (Interpretive Listening)*

*I can answer some questions about the climate where I am from. (Presentational Speaking)*

*I can communicate basic information about the date and weather. (Presentational Speaking)*

*I can talk about the weather and climate in Nicaragua. (Presentational Speaking)*

*I can talk about what I do during the week and weekend. (Presentational Speaking)*

*I can briefly describe the weather in a given area. (Presentational Writing)*

*I can communicate basic information about the date and weather. (Presentational Writing)*

*I can communicate basic information about weather and seasons. (Presentational Writing)*

*I can write the date. (Presentational Writing)*

*I can text about the weather. (Interpersonal Writing)*

*I can ask about and identify important information about the weather. (Interpersonal Speaking)*

*I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets. (Interpersonal Speaking)*

*I can communicate basic information about the date and the weather. (Interpersonal Speaking)*

*I can compare music and singers from my own culture with that of other cultures. (Intercultural Competencies)*

*I can compare my own cultural celebrations with a Spanish cultural celebration. (Intercultural Competencies)*

*I can compare my own cultural celebrations with a Spanish cultural celebration. (Intercultural Competencies)*

*I can compare my own cultural celebrations with a Spanish cultural celebration. (Intercultural Competencies)*

*I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Nicaragua to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)*

*--Capítulo 7: Costa Rica--*

*I can check off words and phrases on a grocery list, and I can identify labels/aisles in a supermarket. (Interpretive Reading)*

*I can identify some menu items. (Interpretive Reading)*

*I can identify some menu items. (Interpretive Reading)*

*I can read about the circular economy of Costa Rica. (Interpretive Reading)*

*I can read about the goals of sustainable development in Costa Rica. (Interpretive Reading)*

*I can understand basic information on a restaurant menu. (Interpretive Reading)*

*I can understand some information in a restaurant ad. (Interpretive Reading)*

*I can understand some information on an infographic about healthy eating. (Interpretive Reading)*

*I can understand very basic information from a restaurant ad. (Interpretive Reading)*

*I can recognize ingredients I hear in a commercial. (Interpretive Listening)*

*I can recognize ingredients I hear in a commercial. (Interpretive Listening)*

*I can understand a recipe video about chorreadas. (Interpretive Listening)*

*I can understand a simple question or statement about food and respond appropriately. (Interpretive Listening)*

*I can understand some of what a native speaker says about food. (Interpretive Listening)*

*I can understand some of what a native speaker says about food. (Interpretive Listening)*

*I can answer questions about my food preferences. (Presentational Speaking)*

*I can answer questions about the foods I like. (Presentational Speaking)*

*I can describe a simple routine, like what I eat for breakfast, lunch, and dinner. (Presentational Speaking)*

*I can describe the weather, climate, and food in Costa Rica. (Presentational Speaking)*

*I can answer either/or questions about food preferences for my family and myself. (Presentational Writing)*

*I can answer some questions in Spanish about the foods that I like. (Presentational Writing)*

*I can discuss the foods that I do and do not like, along with how much I do and do not like them. (Presentational Writing)*

*I can write a shopping list. (Presentational Writing)*

*I can ask and answer questions about what foods I like and dislike. (Interpersonal Speaking)*

*I can ask and talk about what my family likes to eat. (Interpersonal Speaking)*

*I can communicate basic information about my favorite foods and restaurants. (Interpersonal Speaking)*

*I can interact with a server at a restaurant. (Interpersonal Speaking)*

*I can interact with a server at a restaurant. (Interpersonal Speaking)*

*I can order a meal. (Interpersonal Speaking)*

*I can order a meal. (Interpersonal Speaking)*

*I can investigate what I and other people around the world eat for breakfast. (Intercultural Competencies)*

*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. (Intercultural Competencies)*

*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. (Intercultural Competencies)*

*--Capítulo 8: Panamá--*

*I can read a brochure. (Interpretive Reading)*

*I can understand a video about rivers around the world. (Interpretive Reading)*

*I can understand an infographic about a country's land. (Interpretive Reading)*

*I can understand short statements about geographical places. (Interpretive Reading)*

*I can understand short statements about geographical places. (Interpretive Reading)*

*I can understand some information in an article about waterfalls. (Interpretive Reading)*

*I can understand some information in an infographic about Latin America. (Interpretive Reading)*

*I can understand some information on a poster. (Interpretive Reading)*

*I can understand some information on an infographic. (Interpretive Reading)*

*I can understand some information on an infographic. (Interpretive Reading)*

*I can understand some words or phrases from an infographic. (Interpretive Reading)*

*I can understand a short video about the effects of deforestation. (Interpretive Listening)*

*I can understand short statements about geographical places. (Interpretive Listening)*

*I can answer simple comparative questions. (Presentational Speaking)*

*I can answer simple questions about my preferences. (Presentational Speaking)*

*I can compare the lifestyles of two different people. (Presentational Speaking)*

*I can talk about what I do and don't like to do on vacation. (Presentational Speaking)*

*I can make simple comparisons. (Presentational Writing)*

*I can answer simple questions about my vacation preferences. (Interpersonal Speaking)*

*I can ask and answer questions about my vacation preferences. (Interpersonal Speaking)*

*I can ask and answer questions to plan a trip. (Interpersonal Speaking)*

*I can talk about teenager's preferred pastimes. (Interpersonal Speaking)*

*I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Panama to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)*

*--Capítulo 9: Colombia--*

*I can recognize words and phrases in an infographic. (Interpretive Reading)*

*I can recognize words and phrases in an infographic. (Interpretive Reading)*

*I can understand familiar words, phrases, and sentences in an infographic. (Interpretive Reading)*

*I can understand short descriptions of activities. (Interpretive Reading)*

*I can recognize familiar words and phrases in a commercial. (Interpretive Listening)*

*I can understand a video about extreme sports. (Interpretive Listening)*

*I can understand a video about health. (Interpretive Listening)*

*I can understand simple information from a commercial. (Interpretive Listening)*

*I can discuss what I like to do in my free time. (Presentational Speaking)*

*I can introduce myself and say what activities I enjoy. (Presentational Speaking)*

*I can say what pastimes and activities I do a lot, a little, and never. (Presentational Writing)*

*I can write a list of activities that I always do and that I never do. (Presentational Writing)*

*I can write a review of an adventure. (Presentational Writing)*

*I can ask and answer questions about what activities I like and dislike. (Interpersonal Speaking)*

*I can ask and answer questions about what activities I like and dislike. (Interpersonal Speaking)*

*I can communicate basic information about my free time. (Interpersonal Speaking)*

*I can discuss what I do and do not like to do. (Interpersonal Speaking)*

*I can say what activities my family likes to do. (Interpersonal Speaking)*

*I can say what my grandparent never does in their spare time. (Interpersonal Speaking)*

*I can compare my own cultural traditions with those of another culture. (Intercultural Competencies)*

*I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Colombia to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)*

*--Capítulo 10: Venezuela--*

*I can identify a few words on a flyer. (Interpretive Reading)*

*I can read an advertisement for flu vaccinations. (Interpretive Reading)*

*I can understand some words and phrases in an infographic. (Interpretive Reading)*

*I can understand words, phrases, and sentences in an infographic. (Interpretive Reading)*

*I can understand questions and statements about health in a commercial. (Interpretive Listening)*

*I can understand simple sentences and the main idea of a commercial. (Interpretive Listening)*

*I can understand the names of some body parts. (Interpretive Listening)*

*I can answer simple questions about my and others' bodies. (Presentational Speaking)*

*I can answer simple questions about my body. (Presentational Speaking)*

*I can call in sick to school and describe my symptoms. (Presentational Speaking)*

*I can call in sick to school and describe my symptoms. (Presentational Speaking)*

*I can answer simple questions about my aches and pains. (Presentational Writing)*

*I can describe my body. (Presentational Writing)*

*I can write sentences to describe myself and others. (Presentational Writing)*

*I can answer basic questions in a doctor's office. (Interpersonal Speaking)*

*I can ask and answer questions about my symptoms. (Interpersonal Speaking)*

*I can ask and answer questions about what hurts. (Interpersonal Speaking)*

*I can ask and answer simple questions about my health. (Interpersonal Speaking)*

*I can interact with a doctor and describe my symptoms. (Interpersonal Speaking)*

*I can make comparisons between health care in my country and in Venezuela. (Intercultural Competencies)*

*I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Venezuela to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)*

*--Capítulo 11: Ecuador--*

*I can read about an Ecuadorian Olympian. (Interpretive Reading)*

*I can read about an influential doctor from Ecuador. (Interpretive Reading)*

*I can read about healthy lifestyles. (Interpretive Reading)*

*I can understand a video about a tourist destination. (Interpretive Listening)*

*I can describe my daily routine. (Presentational Speaking)*

*I can talk about the daily routine of a famous person. (Presentational Speaking)*

*I can ask questions about someone's daily routine. (Presentational Writing)*

*I can describe someone else's daily routine. (Presentational Writing)*

*I can fill out a schedule with daily activities. (Presentational Writing)*

*I can write a paragraph to describe my daily routine. (Presentational Writing)*

*I can write a review for health and beauty products. (Presentational Writing)*

*I can answer questions about my daily routine. (Interpersonal Speaking)*

*I can answer questions about my daily routine. (Interpersonal Speaking)*

*I can describe an ideal daily routine. (Interpersonal Speaking)*

*I can talk about my daily routine. (Interpersonal Speaking)*

*I can talk about my daily routine. (Interpersonal Speaking)*

*I can draw conclusions based on the information presented in a video. (Intercultural Competencies)*

*I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Ecuador to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)*

*I can compare families in the United States with families in Ecuador. (Intercultural Competencies)*