--*Capítulo 1: México*--  
I can identify a few words in an authentic text. (Interpretive Reading)  
I can read an infographic about food. (Interpretive Reading)  
I can recognize telephone numbers and addresses. (Interpretive Reading)  
I can understand a poster in Spanish. (Interpretive Reading)  
I can recognize greetings and some words in a video. (Interpretive Listening)  
I can recognize numbers and words 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 commercial in Spanish. (Interpretive Listening)  
I can understand a commercial in Spanish. (Interpretive Listening)  
I can give telephone numbers. (Presentational Speaking)  
I can greet people. (Presentational Speaking)  
I can introduce and give information about myself. (Presentational Speaking)  
I can spell my name. (Presentational Speaking)  
I can copy the letters of the alphabet. (Presentational Writing)  
I can recognize numbers in a commercial. (Presentational Writing)  
I can recognize numbers in a commercial. (Presentational Writing)  
I can ask for and give my telephone number. (Interpersonal Speaking)  
I can communicate basic information about myself. (Interpersonal Speaking)  
I can introduce myself and exchange information with someone. (Interpersonal Speaking)  
I can respond to an introduction. (Interpersonal Speaking)  
I can tell someone my name. (Interpersonal Speaking)  
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)  
I can interact with others in everyday contexts. (Intercultural Competencies)

--*Capítulo 2: Guatemala*--  
I can read a letter. (Interpretive Reading)  
I can read about aspects of the Maya civilization. (Interpretive Reading)  
I can understand a poster 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 very basic information from a back-to-school ad. (Interpretive Reading)  
I can understand very basic information from a back-to-school ad. (Interpretive Reading)  
I can recognize some familiar words and phrases in a commercial. (Interpretive Listening)  
I can understand a commercial. (Interpretive Listening)  
I can understand basic information about Guatemalan schools. (Interpretive Listening)  
I can understand words for school supplies in a commercial. (Interpretive Listening)  
I can list items in my backpack. (Presentational Speaking)  
I can describe my school. (Presentational Writing)  
I can request resources, like school supplies. (Presentational Writing)  
I can write a postcard about school. (Presentational Writing)  
I can write a shopping list for school supplies. (Presentational Writing)  
I can make a shopping list and estimate how much money I’ll need. (Interpersonal Writing)  
I can text about school supplies. (Interpersonal Writing)  
I can ask about items in the classroom. (Interpersonal Speaking)  
I can communicate basic information about my classroom. (Interpersonal Speaking)  
I can respond to yes/no questions about my classroom. (Interpersonal Speaking)  
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 read a letter. (Interpretive Reading)  
I can read about a family. (Interpretive Reading)  
I can read restaurant ads. (Interpretive Reading)  
I can recognize words and numbers on a flyer. (Interpretive Reading)  
I can understand a poster in Spanish. (Interpretive Reading)  
I can understand words and phrases in a commercial. (Interpretive Reading)  
I can recognize family-member words in a commercial. (Interpretive Listening)  
I can recognize numbers in a video. (Interpretive Listening)  
I can understand a tutorial video in Spanish. (Interpretive Listening)  
I can introduce myself. (Presentational Speaking)  
I can say how old someone or something is. (Presentational Writing)  
I can write a letter. (Presentational Writing)  
I can write about my friend. (Presentational Writing)  
I can answer questions about my family. (Interpersonal Speaking)  
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 understand the differences between American and Hispanic cultures. (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 read a letter. (Interpretive Reading)  
I can understand a poster in Spanish. (Interpretive Reading)  
I can understand a poster in Spanish. (Interpretive Reading)  
I can understand some words in an infographic. (Interpretive Reading)  
I can read a chart about languages. (Interpretive Reading)  
I can understand a Dove commercial. (Interpretive Listening)  
I can understand a video about values. (Interpretive Listening)  
I can understand adjectives in a commercial. (Interpretive Listening)  
I can watch and understand a video about a person's unique abilities and qualities. (Interpretive Listening)  
I can introduce myself and say how I'm feeling. (Presentational Speaking)  
I can introduce myself and say how I'm feeling. (Presentational Speaking)  
I can describe people and their feelings. (Presentational Writing)  
I can write complete sentences with a subject, verb, and adjective. (Presentational Writing)  
I can write about myself. (Interpersonal Writing)  
I can write about myself. (Interpersonal Writing)  
I can answer questions about myself. (Interpersonal Speaking)  
I can describe a character from a TV show. (Interpersonal Speaking)  
I can say where my family members are. (Interpersonal Speaking)  
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 shop for clothes. (Interpretive Reading)  
I can shop for clothes. (Interpretive Reading)  
I can understand basic information from a clothing ad and coupon. (Interpretive Reading)  
I can understand words and phrases in an infographic. (Interpretive Reading)  
I can recognize when I hear words for clothes in a commercial. (Interpretive Listening)  
I can understand a video in Spanish about a yearly event in Honduras. (Interpretive Listening)  
I can understand a video in Spanish about how to make a traditional drink. (Interpretive Listening)  
I can understand information from a commercial. (Interpretive Listening)  
I can understand questions and answers in a commercial. (Interpretive Listening)  
I can understand simple information from a commercial. (Interpretive Listening)  
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 ask and answer questions about shopping/size/color. (Interpersonal Speaking)  
I can ask and answer questions about shopping/size/color. (Interpersonal Speaking)  
I can describe what someone is wearing. (Interpersonal Speaking)  
I can describe what someone is wearing. (Interpersonal Speaking)  
I can describe some traditional costumes of Honduras. (Intercultural Competencies)  
I can identify some typical handicrafts of Honduras. (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 identify some words and labels on a website. (Interpretive Reading)  
I can read a weather report. (Interpretive Reading)  
I can read about plans for a canal in Nicaragua. (Interpretive Reading)  
I can understand a poster in Spanish. (Interpretive Reading)  
I can understand an infograph about the weather in Nicaragua. (Interpretive Reading)  
I can recognize some common weather expressions. (Interpretive Listening)  
I can understand a short news broadcast. (Interpretive Listening)  
I can understand some facts about the weather when weather symbols are used. (Interpretive Listening)  
I can understand when I hear a date. (Interpretive Listening)  
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 fill out a calendar with my plans for the week. (Presentational Writing)  
I can write about activities that I and others do in different seasons. (Presentational Writing)  
I can write about the weather expected for the weekend. (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 weather. (Interpersonal Speaking)  
I can communicate basic information about the date and weather. (Interpersonal Speaking)  
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 choose a restaurant from a list of local eateries. (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 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 short video about ecotourism. (Interpretive Listening)  
I can describe a simple routine, like what I eat for breakfast, lunch, and dinner. (Presentational Speaking)  
I can answer either/or questions about food preferences for my family and myself. (Presentational Writing)  
I can describe the weather, climate, and food in Costa Rica. (Presentational Writing)  
I can write a list of ingredients for a simple recipe (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 waiter 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 identify healthy nutritional categories. (Interpretive Reading)  
I can identify healthy nutritional categories. (Interpretive Reading)  
I can read a brochure. (Interpretive Reading)  
I can read a school cafeteria menu. (Interpretive Reading)  
I can talk about teenagers' bad habits. (Interpretive Reading)  
I can understand short, simple recipes with the help of pictures. (Interpretive Reading)  
I can understand some words or phrases from an infographic. (Interpretive Reading)  
I can understand some words or phrases from an infographic. (Interpretive Reading)  
I can understand a short news broadcast. (Interpretive Listening)  
I can understand a short video about the effects of deforestation. (Interpretive Listening)  
I can compare the lifestyles of two different people. (Presentational Speaking)  
I can talk about a school cafeteria menu. (Presentational Speaking)  
I can compare the lifestyles of two different people. (Presentational Writing)  
I can write simple statements about healthy habits. (Presentational Writing)  
I can ask and answer questions about my healthy habits and lifestyle. (Interpersonal Speaking)  
I can ask and answer questions about my healthy habits and lifestyle. (Interpersonal Speaking)  
I can communicate basic information about my lifestyle. (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)  
I can listen to primary sources to understand the effects of deforestation on indigenous people in Panama. (Intercultural Competencies)  
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 read information about squirrel monkeys. (Interpretive Reading)  
I can recognize familiar words and phrases in a commercial. (Interpretive Reading)  
I can recognize words and phrases in an infographic. (Interpretive Reading)  
I can recognize words and phrases in an infographic. (Interpretive Reading)  
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 a video about extreme sports. (Interpretive Reading)  
I can understand a news broadcast about migration. (Interpretive Listening)  
I can understand a video about health. (Interpretive Listening)  
I can understand a video about natural disasters. (Interpretive Listening)  
I can understand simple information from a commercial. (Interpretive Listening)  
I can design a "boot camp" flyer with workout classes and healthy foods. (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 say what pastimes and activities I do a lot, a little, and never. (Interpersonal 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 say what activities my family likes to do. (Interpersonal Speaking)  
I can say what my grandparent never does in his/her spare time. (Interpersonal Speaking)  
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)  
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 read about a baseball player. (Interpretive Reading)  
I can read about a legend that became a tradition and festival. (Interpretive Reading)  
I can read an infographic about the crisis in Venezuela. (Interpretive Reading)  
I can recognize words or phrases in an infographic. (Interpretive Reading)  
I can understand words, phrases, and sentences in an infographic. (Interpretive Reading)  
I can recognize the names of some body parts in a commercial. (Interpretive Listening)  
I can understand a video about capybaras. (Interpretive Listening)  
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 understand a short news broadcast. (Interpretive Listening)  
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 write a “get well” card. (Presentational Writing)  
I can write sentences to describe myself and my parents. (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 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 healthy lifestyles. (Interpretive Reading)  
I can read about Incan music in Ecuador. (Interpretive Reading)  
I can read about the Galapagos Islands. (Interpretive Reading)  
I can recognize words and phrases from an infographic. (Interpretive Reading)  
I can recognize words and phrases from an infographic. (Interpretive Reading)  
I can talk about my daily routine. 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. (Interpretive Reading)  
I can understand activities in a daily schedule. (Interpretive Reading)  
I can understand a video about the middle of the world. (Interpretive Listening)  
I can understand simple sentences and the main idea in a commercial. (Interpretive Listening)  
I can understand simple sentences and the main idea of a public service announcement. (Interpretive Listening)  
I can talk about the daily routine of a famous person. (Presentational Speaking)  
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 Writing)  
I can ask questions about one's daily routine. (Interpersonal Writing)  
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 tell a friend about the beauty products I use. (Interpersonal Speaking)  
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)

--*Capítulo 12: Perú*--  
I can fill out a survey about chores. (Interpretive Reading)  
I can read a passage about a mysterious and unexplained phenomenon in Peru and understand the meaning of Spanish words and phrases. (Interpretive Reading)  
I can read an infographic about the alpaca industry and understand words and phrases in Spanish. (Interpretive Reading)  
I can read and understand important data about Peruvian coffee. (Interpretive Reading)  
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 a note about chores. (Interpretive Reading)  
I can listen and understand about the different ways to get to Machu Picchu. (Interpretive Listening)  
I can understand a video about a family in Peru. (Interpretive Listening)  
I can understand words, phrases, and simple sentences in a commercial. (Interpretive Listening)  
I can talk about my house. (Presentational Speaking)  
I can describe my dream home. (Presentational Writing)  
I can describe my room and where things are located within my room. (Presentational Writing)  
I can design a real estate ad. (Presentational Writing)  
I can talk about my home. (Presentational Writing)  
I can tell people what to do in a short note. (Presentational Writing)  
I can write about who does the chores in my house. (Presentational Writing)  
I can ask and answer questions about chores. (Interpersonal Speaking)  
I can call my teacher and leave a message. (Interpersonal Speaking)  
I can make a phone call. (Interpersonal Speaking)  
I can make a phone call. (Interpersonal Speaking)  
I can respond to simple questions about my home. (Interpersonal Speaking)  
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. (Intercultural Competencies)  
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. (Intercultural Competencies)

--*Capítulo 13: Bolivia*--  
I can read and understand an infographic about how to live well in Bolivia. (Interpretive Reading)  
I can read and understand an infographic about the Incan trails. (Interpretive Reading)  
I can read some basic information from a map. (Interpretive Reading)  
I can understand basic information from store advertisements. (Interpretive Reading)  
I can understand very basic information from store advertisements. (Interpretive Reading)  
I can understand words and phrases about important guiding perspectives in the Incan culture. (Interpretive Reading)  
I can listen to and understand a video about an innovative traffic program in the capital city of Bolivia. (Interpretive Listening)  
I can understand simple information in a comedy sketch. (Interpretive Listening)  
I can understand simple information in a commercial. (Interpretive Listening)  
I can answers simple questions about my home town. (Presentational Speaking)  
I can talk about my hometown. (Presentational Speaking)  
I can talk about my hometown. (Presentational Speaking)  
I can describe where places are located in my home town. (Presentational Writing)  
I can give directions from school to my house. (Interpersonal Writing)  
I can describe where things are located in a city. (Interpersonal Speaking)  
I can give simple directions from my school to my house. (Interpersonal Speaking)  
I can name stores and places in a city. (Interpersonal Speaking)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Bolivia to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)

--*Capítulo 14: Chile*--  
I can communicate some basic information about types of transportation in my city. (Interpretive Reading)  
I can listen to and understand a video about an iconic symbol for social justice in Chile. (Interpretive Reading)  
I can locate places on city maps. (Interpretive Reading)  
I can read about and understand some words and phrases about the reasons to have a "smart" home. (Interpretive Reading)  
I can read and understand an infographic about earthquakes in Chile. (Interpretive Reading)  
I can read and understand some infographics about recycling in Chile. (Interpretive Reading)  
I can recognize words and phrases from an infographic. (Interpretive Reading)  
I can sometimes understand simple directions with the help of a map. (Interpretive Reading)  
I can understand a video about public transit. (Interpretive Listening)  
I can understand simple information in a commercial. (Interpretive Listening)  
I can give directions to places of interest in my hometown. (Presentational Speaking)  
I can create a list of transportation types by category (air, water, and land). (Presentational Writing)  
I can create a list of transportation types. (Presentational Writing)  
I can write directions to take the bus in my town. (Presentational Writing)  
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. (Presentational Writing)  
I can communicate some basic information about types of transportation in my city. (Interpersonal Speaking)  
I can give simple directions between my school and my house. (Interpersonal Speaking)  
I can help a lost tourist. (Interpersonal Speaking)  
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. (Intercultural Competencies)

--*Capítulo 15: Paraguay*--  
I can read an infographic about mental health. (Interpretive Reading)  
I can read and understand a tourist guide for the capital city of Paraguay. (Interpretive Reading)  
I can read and understand an infographic about Earth Day. (Interpretive Reading)  
I can understand words, phrases, and sentences from an infographic. (Interpretive Reading)  
I can understand words, phrases, and sentences from an infographic. (Interpretive Reading)  
I can understand sentences and the main idea of a commercial. (Interpretive Listening)  
I can watch and understand a video about a Paraguayan dish. (Interpretive Listening)  
I can watch and understand a video about family farming in Paraguay. (Interpretive Listening)  
I can fill out a survey about my emotions. (Presentational Speaking)  
I can talk about others' feelings. (Presentational Speaking)  
I can write about how I feel in different situations. (Presentational Writing)  
I can write about how someone feels in different situations. (Presentational Writing)  
I can ask about and discuss human emotions as expressed in images. (Interpersonal Speaking)  
I can exchange some personal information about how I feel in different circumstances. (Interpersonal Speaking)  
I can exchange some personal information about how I feel in different contexts. (Interpersonal Speaking)  
I can respond to simple questions about my feelings. (Interpersonal Speaking)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Paraguay to help me explain and understand the perspectives of the target culture. (Interpersonal Speaking)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Paraguay to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)

--*Capítulo 16: Argentina*--  
I can identify the names of classes on a report card. (Interpretive Reading)  
I can identify the names of classes on a school schedule. (Interpretive Reading)  
I can read about different names for the same holiday in different countries. (Interpretive Reading)  
I can read and understand an infographic about some cultural aspects of maté. (Interpretive Reading)  
I can read and understand an infographic about the popular tea in South America called maté. (Interpretive Reading)  
I can recognize words and phrases in an infographic. (Interpretive Reading)  
I can talk about the details of a career. (Interpretive Reading)  
I can understand words, phrases, and sentences in an infographic. (Interpretive Reading)  
I can understand information from a public service announcement. (Interpretive Listening)  
I can understand simple information from a public service announcement. (Interpretive Listening)  
I can watch and understand a video about the national sport of Argentina. (Interpretive Listening)  
I can explain what I do in class or at work. (Presentational Speaking)  
I can create a list of classes and professions in different categories. (Presentational Writing)  
I can create a list of classes needed to pursue a variety of careers. (Presentational Writing)  
I can create a list of classes needed to pursue a variety of careers. (Presentational Writing)  
I can write a job description for a variety of professions. (Presentational Writing)  
I can write about famous people and their careers. (Presentational Writing)  
I can develop a simple interview for a famous person about his/her profession. (Interpersonal Writing)  
I can email with someone about school or work. (Interpersonal Writing)  
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. (Interpersonal Writing)  
I can answer questions about my future career. (Interpersonal Speaking)  
I can ask and respond to simple questions about my classes and career choice. (Interpersonal Speaking)  
I can talk with someone about school or work. (Interpersonal Speaking)  
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. (Intercultural Competencies)

--*Capítulo 17: Uruguay*--  
I can read an infographic about Uruguay. (Interpretive Reading)  
I can read and understand a tourist brochure for Uruguay. (Interpretive Reading)  
I can read and understand an infographic about internet addiction. (Interpretive Reading)  
I can recognize words and phrases from an infographic. (Interpretive Reading)  
I can understand words, phrases, and sentences in an infographic. (Interpretive Reading)  
I can understand sentences in a travel documentary. (Interpretive Listening)  
I can watch and understand words and phrases in a news broadcast about an eco-school in Uruguay. (Interpretive Listening)  
I can describe the geography of a place I want to visit. (Presentational Speaking)  
I can describe the geography of a place I want to visit. (Presentational Speaking)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Uruguay to help me explain and understand the perspectives of the target culture. (Presentational Speaking)  
I can create a list of landforms or bodies of water in Spanish-speaking countries. (Presentational Writing)  
I can describe what I do on vacation in a variety of places. (Presentational Writing)  
I can design a travel advertisement using phrases and simple sentences. (Presentational Writing)  
I can answer questions about vacation spots near to where I live. (Interpersonal Speaking)  
I can ask and answer questions about my vacation activities and explain why I like to do them. (Interpersonal Speaking)  
I can ask and answer questions about my vacation activities and explain why I like to do them. (Interpersonal Speaking)  
I can talk about the geography of and nature where I live. (Interpersonal Speaking)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Uruguay to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)

--*Capítulo 18: República Dominicana*--  
I can read and understand information about the mystery of Christopher Columbus' tomb. (Interpretive Reading)  
I can read and understand words and phrases about a baseball league in the Dominican Republic. (Interpretive Reading)  
I can understand an infographic about the indigenous people in the Caribbean before the arrival of Christopher Columbus. (Interpretive Reading)  
I can understand basic information on a boarding pass. (Interpretive Reading)  
I can understand basic information on an itinerary from a travel brochure. (Interpretive Reading)  
I can understand information on a hotel’s website. (Interpretive Reading)  
I can understand words, phrases, and sentences in an infographic. (Interpretive Reading)  
I can understand a video about the musical genre from the Dominican Republic called merengue. (Interpretive Listening)  
I can understand sentences and the main idea of a commercial. (Interpretive Listening)  
I can talk about travel plans to a Spanish-speaking country using photos. (Presentational Speaking)  
I can describe what to pack in my suitcase and explain why. (Presentational Writing)  
I can write about the process of going through customs. (Presentational Writing)  
I can write about what I need for a plane trip. (Presentational Writing)  
I can write about what I need for a plane trip. (Presentational Writing)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in the Dominican Republic to help me explain and understand the perspectives of the target culture. (Presentational Writing)  
I can accept or reject an invitation to do something or go somewhere. (Interpersonal Speaking)  
I can check in at the airport. (Interpersonal Speaking)  
I can invite someone to do something or go somewhere. (Interpersonal Speaking)  
I can make a hotel reservation. (Interpersonal Speaking)  
I can make a hotel reservation. (Interpersonal Speaking)  
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. (Intercultural Competencies)

--*Capítulo 19: Cuba*--  
I can read and understand words and phrases about the causes of the Cuban Revolution. (Interpretive Reading)  
I can read and understand words and phrases from an infographic about recent advances in Cuba. (Interpretive Reading)  
I can understand an infographic about Fidel Castro and the Cuban Revolution. (Interpretive Reading)  
I can understand survey results about pets. (Interpretive Reading)  
I can understand words, phrases, and sentences in an infographic. (Interpretive Reading)  
I can listen to and understand a news broadcast about Cuban life. (Interpretive Listening)  
I can recognize the names of animals in a song. (Interpretive Listening)  
I can recognize the names of animals in a video. (Interpretive Listening)  
I can talk about an exotic animal. (Presentational Speaking)  
I can talk about an exotic animal. (Presentational Speaking)  
I can write about sponsorship of animals for a shelter. (Presentational Writing)  
I can write an original story about an animal. (Presentational Writing)  
I can respond to questions about animals. (Interpersonal Writing)  
I can write about animals in a zoo. (Interpersonal Writing)  
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. (Interpersonal Writing)  
I can answer questions about my experience with animals. (Interpersonal Speaking)  
I can ask and answer questions related to the care of animals. (Interpersonal Speaking)  
I can talk about animals in a zoo. (Interpersonal Speaking)  
I can talk about which animals I am afraid of and why. (Interpersonal Speaking)  
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. (Intercultural Competencies)

--*Capítulo 20: Puerto Rico*--  
I can read an infographic about technology. (Interpretive Reading)  
I can read and understand a chart about happiness rankings throughout the world. (Interpretive Reading)  
I can read and understand the information on a poster about the historical origin of special events in Puerto Rico. (Interpretive Reading)  
I can read and understand the results of a survey about Puerto Rican youth. (Interpretive Reading)  
I can sometimes understand short, simple descriptions in an infographic. (Interpretive Reading)  
I can listen to and understand words and phrases from a video about an event in Puerto Rico. (Interpretive Listening)  
I can recognize some familiar words and phrases in a commercial. (Interpretive Listening)  
I can understand simple sentences and the main topic in a commercial. (Interpretive Listening)  
I can describe what I am doing right now. (Presentational Speaking)  
I can write a blog post about technology. (Presentational Writing)  
I can write a persuasive letter about the use of technology in the classroom. (Presentational Writing)  
I can write a text message to my friend about where and when to meet. (Presentational Writing)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Puerto Rico to help me explain and understand the perspectives of the target culture. (Presentational Writing)  
I can answer simple questions about technology use. (Interpersonal Writing)  
I can answer simple questions about technology use. (Interpersonal Speaking)  
I can talk about problems I have experienced online. (Interpersonal Speaking)  
I can talk with someone about my personal use of technology. (Interpersonal Speaking)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Puerto Rico to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)

--*Capítulo 21: Guinea Ecuatorial*--  
I can read and understand an infographic about Earth Day. (Interpretive Reading)  
I can sometimes understand short, simple descriptions in an infographic. (Interpretive Reading)  
I can understand basic familiar information from a poster. (Interpretive Reading)  
I can understand the main idea of an infographic. (Interpretive Reading)  
I can listen to and understand a news broadcast about corruption in Equatorial Guinea. (Interpretive Listening)  
I can listen to and understand words and phrases in a video about a music festival. (Interpretive Listening)  
I can understand a public service announcement about the environment. (Interpretive Listening)  
I can understand simple sentences in a public service announcement about the environment. (Interpretive Listening)  
I can understand words and phrases from a news broadcast about an Independence Day celebration in Spanish. (Interpretive Listening)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Equatorial Guinea to help me explain and understand the perspectives of the target culture. (Interpretive Listening)  
I can present basic information about something I learned. (Presentational Speaking)  
I can present basic information about something I learned. (Presentational Speaking)  
I can create a list of environmental terms grouped by category. (Presentational Writing)  
I can write a short letter offering advice about recycling. (Presentational Writing)  
I can write a simple solution to an environmental problem. (Presentational Writing)  
I can answer questions about recycling. (Interpersonal Speaking)  
I can talk with someone about a community recycling program. (Interpersonal Speaking)  
I can talk with someone about taking care of the environment. (Interpersonal Speaking)  
I can talk with someone about taking care of the environment. (Interpersonal Speaking)  
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 22: Estados Unidos*--  
I can read an infographic about Day of the Dead. (Interpretive Reading)  
I can read and understand a poster about how to stop procrastinating. (Interpretive Reading)  
I can read and understand an infographic about the consequences of excessive smartphone use. (Interpretive Reading)  
I can understand an infographic about how to study better. (Interpretive Reading)  
I can understand familiar words, phrases, and sentences from an infographic. (Interpretive Reading)  
I can understand familiar words, phrases, and sentences from an infographic. (Interpretive Reading)  
I can understand familiar words, phrases, and sentences from an infographic. (Interpretive Reading)  
I can understand the main idea of an infographic. (Interpretive Reading)  
I can listen to and understand words and phrases from a video about the origin of the word "chicanos." (Interpretive Listening)  
I can understand simple sentences and the main idea of a commercial. (Interpretive Listening)  
I can understand simple sentences and the main idea of a commercial. (Interpretive Listening)  
I can present basic information about holidays. (Presentational Speaking)  
I can design an invitation to attend a class holiday party. (Presentational Writing)  
I can write a brief explanation of my family holiday traditions. (Presentational Writing)  
I can write a paragraph explaining a holiday I do not celebrate. (Presentational Writing)  
I can write a paragraph explaining a holiday that I do not celebrate. (Presentational Writing)  
I can write a postcard message about a holiday that I celebrate. (Presentational Writing)  
I can answer questions about holidays. (Interpersonal Writing)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in the U.S. to help me explain and understand the perspectives of the target culture. (Interpersonal Writing)  
I can answer questions about holidays. (Interpersonal Speaking)  
I can talk about how I celebrate birthdays. (Interpersonal Speaking)  
I can talk about my favorite holiday and the different activities I partake in during that holiday. (Interpersonal Speaking)  
I can talk about the holidays that I celebrate. (Interpersonal Speaking)  
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in the U.S. to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)