Voces® Spanish Novice Chapter 1 Alignment and Pacing Guide

Voces Spanish Novice is an award-winning, highly effective Spanish curriculum for novice-level learners. Voces Spanish Novice is designed to cover two years of instruction at the novice level and is aligned to ACTFL's World-Readiness Standards for Learning Languages. Below, you will find an overview of the standards that are reached in Chapter 1, as well as a detailed pacing guide taking you through three weeks of instruction, covering everything in Chapter 1. If you have any questions, call 1-800-848-0256 or email help@vocesdigital.com.

Chapter 1: Mexico				
Standard	Section/Type	Title/Location		
1. Communication				
1.1 Interpersonal	¡Vamos a charlar!	Interpersonal #1		
		Interpersonal #2		
		Interpersonal #3		
		Preguntas personales		
1.2 Interpretive	Materiales auténticos	Anuncio de mermelada		
	(Listening)	Anuncio de un sándwich		
		¡Gol!		
	Materiales auténticos	Animal Express		
	(Reading)	Atractivos turísticos en la		
		ciudad		
	Videos	Guanajuato		
	Destrezas	Destreza auditiva A		
		Destreza auditiva B		
	Entrevistas	Daniel (en español)		
1.3 Presentational	¡Vamos a charlar!	Presentational #1		
	Actividades (Writing)	Actividad 1: El abecedario 1		
		Actividad 10: Los números 1		
	Actividades (Speaking)	Actividad 4: Los saludos 1		
		Actividad 12: Los números 3		
2. Culture				
2.1 Practices to	Entrevistas	Miguel (en inglés)		
Perspectives		Octavio (en inglés)		
	Videos	El Día de los Muertos		
		Sweet 15 Celebration		
		Las posadas: Christmas in		
		Mexico		
2.2 Products to	Panorama	Тахсо		
Perspectives	Entrevistas	Paulina (en inglés)		
		Rebeca (en inglés)		
3. Connections		<u>~</u>		
3.1 Other Disciplines	Lector	El Día de los Muertos		

	Video	Quintana Roo
3.2 Diverse	Estereotipos & Prejuicios	
Perspectives		
4. Comparisons		
4.1 Language	Abecedario	Language Sounds
	Puntuación y «yo»	
	Videos	Consonants
		Vowels
4.2 Culture	Saludos	Formal vs. Informal
		Greetings
	Videos	Greetings Vocabulary
		Chiapas
		Mexico City
5. Communities		
5.1 School and Global	En la comunidad	
Communities		
5.2 Lifelong Learning	Can-Do Checklist	

Spanish Novice, Chapter 1 Pacing Guide

Chapter 1: Mexico	Day 1/15	Time: 55 mi	in. Novice Low-Mid
STAN	DARDS		
Communications: Learne	rs interact and negotiate	"I Can" Goal:	
meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)		I can tell someone my name.	
Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2)		Mexico City	
Connections: Comparisons: Learners us	se the language to	Greetings fo	ormal vs. informal
investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)			
Communities: Learners so progress in using languag enrichment, and advancer		Can-Do Che	cklist
Торіс:	Activity:	Standard:	Location:
1. Introduction to Chapter	a. Introduce Can-Do Goals. (3 min.)		Can-Do Checklist
2. Culture of Mexico	a. Before showing Mexico City video,class predicts what they will see. (2 min.)	2.2	Videos: Mexico City

3. Greetings	 min.) c. Class shares initial reactions to video. (3 min.) a. Present formal and informal greetings. Listen and repeat. (5 	4.1	Lesson: Saludos
	min.) b. Students practice greetings and responses with	1.1	Game Center: Voces Flash Card Challenge: Chapter 1
	classmates. (5 min.) c. Students individually practice greetings in <i>Actividades</i> section (#4, #5, #6, #7, and #8). Answer questions as needed. (20 min.)	1.1	Actividad 4: Los saludos 1 Actividad 5: Los saludos 2 Actividad 6: Los saludos 3 Actividad 7: Los saludos 4 Actividad 8: Los saludos 5
4. Wrap- Up/Reflection	a. Review Mexico City video (if necessary) and complete comprehension questions. (10 min.)	2.2	<i>Video</i> : Mexico City
	b. Students self- evaluate progress using Can-Do Checklist. (2 min.)	5.2	Can-Do Checklist

Chapter 1: Mexico Day 2/15	Time: 55 min.	Novice Low-Mid
STANDARDS		
Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)	"I Can" Goal: I can tell someone my name.	
Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2)	Guanajuato	
Connections:		
Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)	Cognates	
Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)	Can-Do Checklist	

Topic:	Activity:	Standard:	Location:
1. Greetings	a. Review Can-Do		Can-Do Checklist
	Goal and greetings		Video: Greetings
	with class. (5 min.)		Vocabulary
	b. Play games	4.1	Games Center: Voces
	individually or with		Match, Voces Flash Card
	partners. (5 min.)		Challenge: Chapter 1
	c. Answer any		
	questions from		
	Actividades. (5 min.)		
	d. Students practice		
	greetings with		
	classmates. (5 min.)		
	e. Perform <i>¡Vamos a</i>	1.1	¡Vamos a charlar!
	charlar!,		Interpersonal #1
	Interpersonal #1. (15		
	min. or as needed)	5.0	
	f. Reflect on progress	5.2	Can-Do Checklist
	using Can-Do		
2. Culture of	Checklist. (2 min.) a. As students finish	2.2	Video: Guanajuato
2. Culture of Mexico		2.2	<i>Video</i> : Guanajuato
IVICAICO	Interpersonal #1, assign the Guanajuato		
	video and		
	comprehension		
	activities. (15 min.)		

Chapter 1: Mexico Day 3/15	Time: 55 min.	Novice Low-Mid
STANDARDS		
Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)	 "I Can" Goals: I can respond to an introduction. I can copy the letters of the alphabet. 	
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. (1.3)		
Cultures:		
Connections:		
Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)	Language Sounds	
Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)	Can-Do Checklist	

Торіс:	Activity:	Standard:	Location:
1. Greetings	 a. Greet classmates. (2 min.) b. Present Can-Do Goals. (3 min.) 		Can-Do Checklist
2. Alphabet	a. Present alphabet. (10 min.) b. Practice spelling names or familiar words and guessing cognates. (5 min.) c. Present example dialogues of greetings and spelling names. Students practice dialogues with	4.1	Lesson: Abecedario Lesson: Abecedario (Cognates section) Lesson: Saludos
	classmates. (10 min.) d. Assign <i>Actividades</i> #1, #2, and #3. (10 min.) e. Perform <i>¡Vamos a</i> <i>charlar!</i> Interpersonal #2. (10 min.) f. Reflect on progress using Can-Do Checklist. (2 min.)	1.3 1.1 5.2	Actividad 1: El abecedario 1 Actividad 2: El abecedario 2 Actividad 3: El abecedario 3 ¡Vamos a charlar! Interpersonal #2 Can-Do Checklist

Chapter 1: Mexico Day 4/15	Time: 55 min.	Novice Low-Mid
STANDARDS		
Communications: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)	"I Can" Goals: I can identify a few w text.	vords in an authentic
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. (1.3)	I can spell my name.	
Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (2.1)	Taxco	
Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2)		

Connections:			
Comparisons: Learners use the language to		Puntuación y «yo»	
investigate, explain, and reflect on the nature of		1 unitación y «yo»	
language through comparisons of the language			
studied and their own. (4.1)			
	et goals and reflect on their	Can-Do Che	ecklist
progress in using languages for enjoyment,			
enrichment, and advancer			¥
Topic:	Activity:	Standard:	Location:
1. Alphabet	a. Greet class and		Can-Do Checklist
	present Can-Do Goal.		
	(3 min.)		
	b. Review alphabet		Lesson: Abecedario
	and answer any		
	questions from		
	Actividades. (10		
	min.)		
	c. Practice asking	1.1	¡Vamos a charlar!
	how to spell names	1.1	Presentational #1
	with classmates. (5		Tresentational #1
	min.)	1.0	
	d. Introduce	1.2	Materiales auténticos:
	Materiales		Atractivos turísticos en la
	auténticos: Atractivos		ciudad
	turísticos en la		
	ciudad. Answer		
	questions. (15 min.)		
	e. Reflect on progress	5.2	Can-Do Checklist
	using Can-Do		
	Checklist. (2 min.)		
2. Punctuation	a. Present	4.1	Lesson: Puntuación y «yo»
2. I unotaution	punctuation. (5 min.)	111	
	b. Explain how to use		Panorama: Taxco
	1		Tanorama. Taxeo
	a computer keyboard and the Voces®		
	punctuation tool to		
	format Spanish		
	punctuation. Use the		
	punctuation tool that		
	is on the Taxco		
	panorama page to		
	demonstrate.(5 min.)		
3. Culture of	a. Introduce	2.1, 2.2	Panorama: Taxco
Mexico	panorama (Taxco).		
	Explore panorama		
	and answer questions.		
	(10 min.)		
	(10 11111.)		l

Chapter 1: Mexico	Day 5/15	Time: 55 m	in. Novice Low-Mid
^	NDARDS		
Communications: 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,		"I Can" Goa I can spell m	
explain, and reflect on the practices and perspective (2.1)	he language to investigate, he relationship between the es of the cultures studied.	Chiapas	
Connections:			
Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)		Personal Pro	onouns, Alphabet, Sounds
	ge to investigate, explain, and culture through comparisons nd their own.	Chiapas	
	eflect on their progress in oyment, enrichment, and Activity:	Standard:	Location:
1. "I"	a. Greet class and	Stanuaru.	Can-Do Checklist
1. 1	present Can-Do Goal.		Call-Do Checklist
	(3 min.) b. Present	4.1	Lesson: Puntuación y «yo»
	b. Present information on "I" (yo). (5 min.)		Lesson: Puntuación y «yo»
	b. Present information on "I"	4.1 5.1	Lesson: Puntuación y «yo» En la comunidad

	c. When students are ready, perform <i>¡Vamos a charlar!</i> , Presentational #1. (10	1.1	<i>¡Vamos a charlar!</i> Presentational #1
	min.) d. Reflect on progress using Can-Do Checklist. (2 min.)	5.2	Can-Do Checklist
3. Culture of Mexico	a. As students finish Presentational #1, assign Chiapas video and comprehension activities. (15 min.)	4.2	<i>Video</i> : Chiapas

Chapter 1:	Day 6/15	Time: 55 m	in.	Novice Low-Mid
Mexico				
STA	NDARDS			
Communications: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)		"I Can" Goal: I can recognize telephone numbers and addresses.		
Cultures:				
Connections:				
	s demonstrate understanding age through comparisons of nd their own. (4.1)	Los números	s del 0 al	30
Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)		Can-Do Che	cklist	
Topic:	Activity:	Standard:	Locati	o n:
1. Numbers	 a. Greet class and present Can-Do Goal. (2 min.) b. Present numbers. (10 min.) c. Practice example dialogue exchanging phone numbers. (5 min.) d. Complete Actividades #13 and #14. (10 min.) e. Assign Listening 	4.1	Lesson 30 Presen Lesson 30 Activid	o Checklist : Los números del 0 al tación: Los números : Los números del 0 al ad 13: Los números 4 ad 14: Los números 5 za auditiva A
	Mastery A. (15 min.) f. Assign <i>Materiales</i>	1.2	Materi	ales auténticos: Animal

auténticos: Animal		Express
Express. (10 min.) g. Reflect on progress using Can-Do	5.2	Can-Do Checklist
Checklist. (2 min.)		

Chapter 1: Mexico	Day 7/15	Time: 55 m	in. Novice Low-Mid
STANDARDS			
Communications: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)		"I Can" Goal: I can recognize numbers in a commercial.	
Cultures:	Cultures:		
Connections:			
Comparisons:			
Communities: Learners see progress in using languagenrichment, and advancer		Can-Do Che	
Topic:	Activity:	Standard:	Location:
1. Numbers	 a. Greet class and present Can-Do Goal. (2 min.) b. Review numbers. (10 min.) c. Watch <i>¡Gol!</i> and complete 	1.2	Can-Do Checklist Games Center: Voces Flash Card Challenge, Voces Match: Chapter 1 <i>Materiales auténticos: ¡Gol!</i>
	comprehension activities. Practice calling Pizza Hut. (15 min.) d. Complete <i>Actividad</i> #15. (15 min.) e. Assign Listening Mastery B. (10 min.) f. Reflect on progress usingCan-Do Checklist. (2 min.)	5.2	Actividad 15: Los números 6 Destreza auditiva B Can-Do Checklist

Chapter 1: Mexico I	Day 8/15	Time: 55 min.	Novice Low-Mid
STANDARDS			
		"I Can" Goal: I can write numbers, such as those in a	

to share information, reactions, feelings, and opinions. (1.1)		telephone nu	ımber.
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. (1.3) Cultures:			
Connections:			
Comparisons:			
Communities: Learners se progress in using languag enrichment, and advancer	nent. (5.2)	Can-Do Che	
Topic:	Activity:	Standard:	Location:
1. <i>Hay</i>	a. Greet class and present Can-Do Goal. (3 min.) b. Review numbers and telephone numbers. (5 min.) c. Present <i>Hay</i> . Ask students how many items there are in classroom (use cognates). (10 min.) d. Complete Grammar Mastery, <i>Hay y números</i> . (20 min.)	1.1	Can-Do Checklist Games Center: Voces Flash Card Challenge, Voces Match: Chapter 1 Lesson: <i>Hay</i> <i>Destreza gramatical: Hay y</i> <i>números</i>
	e. Assign <i>Actividades</i> #10, #11, and #12. (15 min.)	1.3	Actividad 10: Los números 1 Actividad 11: Los números 2 Actividad 12: Los números 3
	f. Reflect on progress using Can-Do Checklist. (2 min.)	5.2	Can-Do Checklist

Chapter 1: Mexico Day 9/15	Time: 55 min.	Novice Low-Mid
STANDARDS		
Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)	"I Can" Goal: I can ask for and give number.	e my telephone

Cultures: Learners use the explain, and reflect on the practices and perspectives (2.1)	relationship between the	Quinceañerc	1
Connections:			
Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (4.2)		Sweet 16 vs. Sweet 15	
Communities: Learners see progress in using language enrichment, and advancem		Can-Do Che	cklist
Topic:	Activity:	Standard:	Location:
1. Numbers	a. Greet class and present Can-Do Goal. (3 min.)		Can-Do Checklist
	b. Review numbers		Games Center: Voces Flash
	and asking for and		Card Challenge, Voces
	answering with phone numbers. (5 min.)		Match: Chapter 1
	c. Perform <i>¡Vamos a</i>	1.1	¡Vamos a charlar!
	charlar!,		Interpersonal #3
	Interpersonal #3. (10 min.)		
	d. Reflect on progress using Can-Do Checklist. (2 min.)	5.2	Can-Do Checklist
2. Sweet	a. Present Sweet 15	2.1, 4.2	Video: Sweet 15 Celebration
15/Quinceañera	Celebration video and assign comprehension questions. (35 min. or time as needed)		

Chapter 1: Mexico	Day 10/15	Time: 55 min.	Novice Low-Mid
STAN	DARDS		
Communications:Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.(1.2)		"I Can" Goal: I can recognize some words and phrases in a commercial.	
Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2)		Foods of Mexico	
Connections:			
Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied		Food in Mexico and	U.S.

and their own. (4.2)			
Communities: Learners set goals and reflect on their		Can-Do Checklist	
progress in using languages for enjoyment, enrichment, and advancement. (5.2)			
Topic:	Activity:	Standard:	Location:
1. Numbers	a. Greet class and		Can-Do Checklist
	present Can-Do Goal.		
	(2 min.)		
	b. Watch Anuncio de	1.2	Materiales auténticos:
	un sándwich and		Anuncio de un sándwich
	answer		
	comprehension		
	activities. (10 min.)		
	c. Assign Quiz:		Prueba: Números
	Numbers. (15 min.)		
	d. Reflect on progress	5.2	Can-Do Checklist
	using Can-Do		
	Checklist. (2 min.)		
2. Mexican Product	a. Present the 3Ps	2.2, 4.2	Actividades: Productos,
	Triangle (10 min.)		prácticas y perspectivas
	b. Students choose a		
	product from Mexico		
	and complete the		
	Productos, prácticas		
	y perspectivas		
	Activity (15 min.)		

Chapter 1: Mexico	Day 11/15	Time: 55 mi	in.	Novice Low-Mid
STAN	STANDARDS			
Communications: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)		"I Can" Goal: I can recognize some words and phrases in a commercial.		words and phrases
Cultures:				
Connections:				
Comparisons:				
progress in using language	Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)		Can-Do Checklist	
Topic:	Activity:	Standard:	Locatio	on:
1. Materiales auténticos	 a. Greet class and present Can-Do Goal. (2 min.) b. Review cognates. Watch Anuncio de mermelada and 	1.2	Lesson (Cogna	Checklist Abecedario tes section) ules auténticos:

	complete comprehension activities. (10 min.) c. Reflect on progress using Can-Do Checklist. (2 min.)	5.2	<i>Anuncio de mermelada</i> Can-Do Checklist
2. Goal Setting	a. Write original I- Can Statement for personal interest. (time as needed) b. Explore ways to achieve goal. (30 min.)	5.2	Can-Do Checklist

Chapter 1: Mexico	Day 12/15	Time: 55 min	n. Novice Low-Mid	
STAN	STANDARDS		·	
Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)		"I Can" Goal: I can communicate basic information about myself.		
Cultures: Learners use the explain, and reflect on the products and perspectives (2.2)	e relationship between the			
Connections: Learners ac information and diverse p available through the lang		Stereotypes, l	Prejudices	
investigate, explain, and i	Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied		Stereotypes, Prejudices	
Communities: Learners so progress in using languag enrichment, and advancer		Can-Do Chec	sklist	
Topic:	Activity:	Standard:	Location:	
1. Interpersonal Speaking	 a. Greet class and present Can-Do Goal. (2 min.) b. Present <i>Preguntas</i> <i>personales</i>. Discuss communication strategies. Students listen to questions and record responses. (15 min.) 	1.1	Can-Do Checklist ¡Vamos a charlar! Preguntas personales	
	c. Reflect on progress using Can-Do	5.2	Can-Do Checklist	

	Checklist. (2 min.)		
2. Stereotypes and	a. Present and discuss	3.1	Lesson: Estereotipos &
Prejudices	information on		Prejuicios
	stereotypes and		
	prejudices. (5 min.)		
	b. Watch interview	3.1	Entrevista: Miguel (en
	with Miguel and		inglés)
	answer		
	comprehension		
	questions. (10 min.)		
	c. Create "I used to	4.2	
	think, Now I		
	think" exit slip		
	about stereotypes and		
	prejudices. (5 min.)		

Chapter 1: Mexico	Day 13/15	Time: 55 min	1.	Novice Low-Mid
STANDARDS				
Communications:				
Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (2.1)		Día de los Muertos		
Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2)				
Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (3.1)		Societal views on death		
Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. (3.2)				
Comparisons:				
Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)		Can-Do Checklist		
Topic:	Activity:	Standard:	Locati	ion:
1. Personal Goals	 a. Greet class and review progress on Can-Do Checklist. (3 min.) b. Explore ways to achieve personal goals and reflect on 	5.2	Can-D	o Checklist

	progress. (time as needed)		
2. Culture of Mexico	a. Present cultural information on <i>Día</i> <i>de los Muertos</i> . Options: Reader, Video, and Interview with Paulina.(time as needed) b. Answer comprehension questions. (time as needed)	2.1, 2.2, 3.1, 3.2	Lector: El Día de los Muertos Video: El Día de los Muertos Entrevista: Paulina (en inglés)

Chapter 1: Mexico	Day 14/15	Time: 55 min	n. Novice Low-Mid	
STANDARDS				
Communications:				
Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (2.1)		Las posadas, la piñata		
Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2) Connections:				
Comparisons:				
Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)		Can-Do Checklist		
Topic:	Activity:	Standard:	Location:	
1. Personal Goal Review	 a. Greet class and review progress on Can-Do Checklist. (5 min.) b. Explore ways to achieve a personal goal. (time as needed) 	5.2	Can-Do Checklist	
2. Culture of Mexico	a. Present cultural information on <i>Las</i> <i>posadas</i> . Options: Video, Interview with Rebeca. (time as needed)	2.1, 2.2	Video: Las posadas: Christmas in Mexico Entrevista: Rebeca (en inglés)	
3. Review	a. Review for Chapter 1 test. (time as			

needed)

Chapter 1: Mexico	Day 15/15	Time: 55 min	n.	Novice Low-Mid
STANDARDS				
Communications:				
Cultures:				
Connections:				
Comparisons:				
Communities:				
Topic:	Activity:	Standard:	Locat	ion:
1. Assessment	a. Students take Chapter 1 test. (time as needed)		Capíti	ılo 1: Examen
2. Reflection	 a. Reflect on Chapter Goals. (time as needed) b. Complete reflection on Can-Do Checklist.(time as needed) 	5.2	Can-D	o Checklist