**Nuestra historia, Level 4**

**Can Dos by Unit**

**--Unidad 1: ¿Qué crees?--**

Interpretive Reading

I can read an article about families and their hardships.

I can read an article.

I can understand a text about belief and identity.

I can read a biography.

I can read a story about cultural identity.

I can read about customs.

I can read a story about love.

Interpretive Listening

I can understand a video about an ancient culture.

I can understand a video about someone's cultural identity.

I can understand a video about the history and culture of a region in Spain.

I can understand a video about life in Peru.

Presentational Speaking

I can talk about cultural identity.

I can talk about people's beliefs and identities, and explain how our identities are shaped by those beliefs.

I can talk about public and private identities.

I can tell an original story.

Interpersonal Writing

I can make predictions about characters in a story.

I can retell a story.

I can write an article about the effects of violence on families.

I can write an original story.

I can write a persuasive essay.

I can write a persuasive letter.

Interpersonal Writing

I can exchange emails about belief and identity.

I can exchange emails about my and others' personal beliefs.

I can write about traditions in other countries.

I can give advice to a friend.

Interpersonal Speaking

I can talk about family traditions.

Intercultural Competencies

I can compare and contrast Venezuelan cultural identity with the cultural identity of my country, region, and/or people.

I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions.

I can compare and contrast my cultural identity with that of another.

**--Unidad 2: La ciudadanía global --**

Interpretive Reading

I can read a biography.

I can read an article about gender.

I can understand multiple resources about human trafficking.

I can analyze parts of a story about human trafficking.

I can compare and contrast characters in a story.

Interpretive Listening

I can understand the main idea and key information in a video about the Spanish Revolution.

I can analyze information from a story about progress and conservation.

Presentational Speaking

I can give a short presentation comparing my school culture to the culture of a Spanish-speaking school that I have studied or researched.

I can retell a story about progress and conservation in another country.

I can tell an original story.

Presentational Writing

I can give advice on how to combat discrimination in a blog post.

I can write a letter to the editor giving recommendations to combat human rights abuse.

I can write a short article describing indigenous people's experiences.

I can write an original story.

I can write a letter of condolence.

Interpersonal Writing

I can exchange formal emails about indigenous people's rights.

I can read and respond to a letter about indigenous rights and the environment.

Interpersonal Speaking

I can exchange information, ask a variety of questions, and react to the topic of discrimination in my school and in Costa Rica.

I can have a conversation with a new classmate.

Intercultural Competencies

I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions.

I can make comparisons between the struggles of various indigenous groups.

I can understand gender distinctions in other cultures.

Interpretive

I can compare and contrast information from multiple sources about discrimination.

I can compare and contrast information from multiple sources about social justice.

I can compare and contrast information from multiple sources that are about the struggles of indigenous groups.

**--Unidad 3: Así es la vida--**

Interpretive Reading

I can understand key information from an article about two different cultures.

I can understand different sources on abuse and compare them.

I can understand key information in a story about one culture’s way of life.

I can understand key information in a story about soccer.

I can understand key information in a story about violence against women.

Interpretive Listening

I can understand the main idea and key information in a video about a popular snack food.

I can understand the main idea and key information in a video about practices related to a snack food.

I can compare and contrast different locations in a story.

Presentational Speaking

I can describe the quality of life in another culture and compare it with my own.

I can give a radio broadcast about a group's way of life.

I can give a radio broadcast about my own and others' cultural traditions and ways of life.

I can tell an original story.

Presentational Writing

I can re-write a story about a culture's views of a popular pastime.

I can write a blog about a famous person's childhood, challenges, and successes.

I can write an original story.

I can write descriptions of events in someone's life.

Interpersonal Writing

I can read and respond to an email, ask a variety of questions, and react appropriately to the topic of domestic violence.

Interpersonal Speaking

I can ask and answer questions about someone's way of life.

I can interview someone about their childhood, challenges, and successes.

Intercultural Competencies

I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions.

I can compare and contrast some behaviors or practices of other cultures and my own.

I can compare my culture's traditions with other cultures' traditions.

I can compare my way of life with another person's way of life.

I can make comparisons between cultural products and practices to help understand perspectives.

I can make comparisons between sexism in another culture and my own.

Interpretive

I can compare and contrast information from multiple sources about ghost towns.

I can compare and contrast information from multiple sources about sexism.

I can compare and contrast information from multiple sources that are about a community’s changing way of life.

**--Unidad 4: El mundo es nuestro--**

Interpretive Reading

I can understand an article about people who stood up to a dictator.

I can understand an article about protest, human rights abuses, and political upheaval.

I can identify key locations in a story.

I can understand key information in a story about human rights and social injustice.

I can understand key information in a story about the scarcity of water.

I can understand a video about political and social conflict.

Presentational Speaking

I can give a radio broadcast about political injustice and corruption.

I can give a speech about water scarcity.

I can re-tell a story about political and social issues.

I can tell an original story.

Presentational Writing

I can write an original story.

Interpersonal Writing

I can exchange emails by asking and answering questions about injustice and political corruption.

I can exchange emails with a comic artist who criticized the political and social situation in his country.

Interpersonal Speaking

I can exchange information in a conversation about the use of water in our communities.

I can interview someone about their past experiences.

I can participate in a conversation about a story I just read and relate it to my own experience.

Intercultural Competencies

I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions.

I can understand the changing political situation in another country.

I can understand unique social and political situations in other countries.

Interpretive

I can compare and contrast information from multiple sources about injustice and political corruption. (Interpretive)

I can compare and contrast information from multiple sources about labor issues. (Interpretive)

I can compare and contrast information from multiple sources about the disappeared in Argentina. (Interpretive)

**--Unidad 5: Querer es poder--**

Interpretive Reading

I can understand key information in a story about a computer technician.

I can understand key information in a story about a drone.

I can understand key information in a story about a technological innovation.

I can understand key information in a story about an invention.

I can understand key information in an article about technology and crime.

Interpretive Listening

I can understand the main idea and key information in a video about inventions.

Presentational Speaking

I can give a speech about a famous doctor and inventor.

I can retell a story about a drone.

I can tell an original story.

Presentational Writing

I can write a formal letter explaining a situation and asking for help.

I can write a proposal for a new game.

I can write an article about the life and experiences of a famous scientist.

I can write an essay about the role of ethics in medicine.

I can write an original story.

Interpersonal Speaking

I can have a conversation with a famous scientist.

I can participate in a conversation about a memorable experience.

I can participate in a conversation with someone who recently arrived in the United States.

Intercultural Competencies

I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions.

I can compare a famous scientist's experiences and goals with my own.

Interpretive

I can compare and contrast information from multiple sources about a famous doctor and inventor.

I can compare and contrast information from multiple sources about a famous scientist.

**--Unidad 6: El arte de la palabra--**

Interpretive Reading

I can understand a video about a famous temple and the artist who envisioned it.

I can understand key information in a story about a famous author.

I can understand key information in a story about film and censorship.

I can understand key information in a story about literature's influence on people and society.

Interpretive Listening

I can understand a video about a legend.

I can understand a video about how art challenges and reflects cultural perspectives.

Presentational Speaking

I can give a speech on censorship.

I can give an announcement about a fashion company.

I can present on the influence of art.

I can retell a story about a famous author.

I can tell an original story.

Presentational Writing

I can compare and contrast how music challenges and reflects cultural perspectives in Colombia with how it does in my country, region, and/or people.

I can rewrite a story about the influence of art.

I can write a letter to a film rating agency.

I can write a poem in the style of Neruda.

I can write about famous writers.

I can write an article about the prohibition of books.

I can write an original story.

Interpersonal Writing

I can exchange emails with a famous author.

I can exchange ideas with a famous designer.

Interpersonal Speaking

I can talk with a famous author about their writing.

Intercultural Competencies

I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions.

I can understand how the products of a country reflect its cultural beliefs.

I can understand the significance of Pablo Neruda's poetry.

Interpretive

I can compare and contrast information from multiple sources about a poet.

I can compare and contrast information from multiple sources about fashion and culture.