The following American Council on the Teaching of Foreign Language (ACTFL) Standards are embedded throughout the year, and are present in all units applicable:

<table>
<thead>
<tr>
<th>GOAL AREAS</th>
<th>STANDARDS</th>
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</thead>
</table>
| **COMMUNICATION** | **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.  
**Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.  
**Presentational Communication:** 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. |
| **CULTURES** | **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.  
**Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. |
| **CONNECTIONS** | **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.  
**Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. |
| **COMPARISONS** | **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.  
**Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. |
| **COMMUNITIES** | **School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.  
**Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. |
<table>
<thead>
<tr>
<th>Unit</th>
<th>ACTFL Can-Do Benchmark</th>
<th>Learning Targets</th>
<th>Resources</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| Ch. 0-Intro to TPR | I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized. 
I can copy some familiar words, characters, or phrases. 
I can recognize a few memorized words and phrases when I hear them spoken. 
I can write lists and memorized phrases on familiar topics. 
I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read. | - Familiar commands  
- Reflexive verbs  
- Definite articles  
- Basic greetings  
- TPR vocabulary  
- Present tense verbs, 3rd person  
- Question words  
- Numbers and telling time  
- Weather and seasons  
Culture  
- Spain | “Look I Can Talk” by Blaine Ray  
Extended Readings Grammar Songs | Vocabulary Quizzes  
Ch. 0 Test |
| Ch. 1-The Cat | I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.  
I can write briefly about most familiar topics and present information using a series of simple sentences. | - Question words  
- Personal pronouns  
- “Goes” + infinitive verb  
- “Is” + adjective (estar)  
- Definite articles  
- “I” perspective of the story  
- ser/estar (“to be”) differences  
- Indirect object pronouns  
Culture  
- Day of the Dead | Extended Readings Grammar Songs | Vocabulary Quizzes  
Timed Writings  
Reading Comprehension  
Ch. 1 Test |
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| Ch. 2-The Cow and Monkey    | I can present information about myself and some other very familiar topics using single words or memorized phrases. I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized. I can understand the main idea of short and simple texts when the topic is familiar. | • Direct object pronouns  
• Adjective agreement  
• Indefinite articles  
• Reflexive verbs  
• Present tense verb conjugation in story context  
• Prepositions  
• “They” story perspective  
Culture  
• Mexico | Isabelan Adventures novel  
Extended Readings Grammar Songs | Vocabulary Quizzes  
Timed Writings  
Reading Comprehension  
Ch. 2 Test |
| Ch. 3-The Lost Book         | I can understand the main idea of short and simple texts when the topic is familiar. I can write briefly about most familiar topics and present information using a series of simple sentences. | • Direct object pronouns  
• Indirect object pronouns  
• Adjective agreement  
• “Wants” + infinitive verb  
• “We” story perspective  
Culture  
• Costa Rica  
• Navidad, Las Posadas | Extended Readings Grammar Songs  
Isabelan Monkey novel | Vocabulary Quizzes  
Timed Writings  
Reading Comprehension  
Ch. 3 Test |
| Ch. 4-The Clothing Store    | I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear. I can present information on most familiar topics using a series of simple sentences. | • Adjective forms  
• Double negatives  
• “Wants” + infinitive verb  
• Family  
• “You familiar” story perspective  
Culture  
• Poverty in Third World Countries | Extended Readings Grammar Songs | Vocabulary Quizzes  
Timed Writings  
Reading & Listening Comprehension  
Ch. 4 Test |
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| Ch. 5-The Lottery Ticket | I can write on a wide variety of familiar topics using connected sentences. I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of conversations that I overhear. I can understand the main idea of texts related to everyday life and personal interests or studies. | ● Prepositions  
● Present perfect  
● Direct and Indirect object combination  
● Possessive adjectives  
● Past tense exposure  

Culture:  
● Guatemala | Patricia California novel  
Extended Readings  
Grammar Songs | Vocabulary Quizzes  
Timed Writings  
Reading Comprehension  
Listening Comprehension  
Ch. 5 Test |
| Ch. 6-The Dirty Baby | I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear. | ● Reflexive verbs  
● Prepositional phrases  
● Exclamatory expressions  
● Mastery of all present tense verb forms  
● Past tense  

Culture  
● Chile | He Almost Dies novel  
Extended Readings  
Grammar Songs | Quizzes  
Timed Writings  
Reading & Listening Comprehension  
Ch. 6 Test |
| Ch. 7-The Three Elephants | I can write on a variety of familiar topics in connected sentences. I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering questions. | ● Adjective agreement  
● Present progressive  
● Stem changing verbs  
● Expressions with tener (to have)  

Culture:  
● Costa Rica  
● 5 de mayo | Robbery in the Night novel  
Extended Readings  
Grammar Songs | Vocabulary Quizzes  
Timed Writings  
Reading & Listening Comprehension  
Ch. 7 Test |
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<tr>
<td>Ch. 8-The Story of the Moon</td>
<td>I can understand the main idea of short and simple texts when the topic is familiar. I can understand the main idea of texts related to everyday life and personal interests or studies. I can write on a wide variety of familiar topics using connected sentences.</td>
<td>● Conditional tense exposure ● Mastery of all present tense verbs ● Past tense story retells ● “Can” + infinitive verb ● “Likes” + infinitive verb</td>
<td>Extended Readings</td>
<td>Vocabulary Quizzes Timed Writings Reading Comprehension Listening Comprehension Ch. 8 Test</td>
</tr>
<tr>
<td>Ch. 9-The Date (only if time allows)</td>
<td>I can write on a wide variety of familiar topics using connected sentences. I can understand the main idea of texts related to everyday life and personal interests or studies.</td>
<td>● Reflexive verbs ● Future tense</td>
<td></td>
<td>Vocabulary Quizzes Timed Writings Reading Comprehension Listening Comprehension Ch. 9 Test</td>
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### Standards For Foreign Language Learning: 5 C’s- Communication, Cultures Connections, Comparisons, Communities

<table>
<thead>
<tr>
<th>Communication (in languages other than English)</th>
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<tbody>
<tr>
<td><strong>Standard 1.1</strong>: Students engage in conversations, provide and obtain information, express feelings, and emotions, and exchange opinions.</td>
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<tr>
<td><strong>Standard 1.2</strong>: Students understand and interpret written and spoken language on a variety of topics.</td>
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<tr>
<td><strong>Standard 1.3</strong>: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</td>
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<tr>
<th>Cultures- Gain Knowledge and Understanding of Other Cultures</th>
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<tbody>
<tr>
<td><strong>Standard 2.1</strong>: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</td>
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<td><strong>Standard 2.2</strong>: Students demonstrate an understanding of the relationship between the products and the perspectives of the culture studied.</td>
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<tr>
<th>Connections- Connect with Other Disciplines and Acquire Information</th>
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<tbody>
<tr>
<td><strong>Standard 3.1</strong>: Students reinforce and further their knowledge of other disciplines through the foreign language.</td>
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<tr>
<td><strong>Standard 3.2</strong>: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</td>
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<tr>
<th>Comparisons- Develop Insight into the Nature of Language and Culture</th>
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<tr>
<td><strong>Standard 4.1</strong>: Students demonstrate understanding of the nature of language through comparisons of the language studied and the own.</td>
</tr>
<tr>
<td><strong>Standard 4.2</strong>: Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.</td>
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<tr>
<th>Communities- Participate In Multilingual Communities at Home &amp; Around the World</th>
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<tr>
<td><strong>Standard 5.1</strong> Students can use the language both within and beyond the school setting</td>
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<tr>
<td><strong>Standard 5.2</strong> Students show evidence of becoming life-long learners by using the language for the personal enjoyment and enrichment</td>
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