

EntreCulturas 2 Can-Do Statements

EntreCulturas 2 features customized Communication and Intercultural Can-Do Statements that align with the 2017 NCSSFL-ACTFL Can-Do Statements. Can-Dos are incorporated into the pages of the text, and directly connect to the resources and communicative tasks that learners are experiencing during your lesson.

Throughout their course, learners will upload evidence to support their self-assessed proficiency level against each Can-Do Statement within their Learning Site portfolio. These portfolios remain available to learners after their course concludes, providing a resource that can be leveraged when placing in an AP® course or applying to employers or higher education programs.

Unidad 1: De vuelta a clases

Mi progreso intercultural

- I can compare my school to schools in Andean Spanish-speaking countries.
- I can compare my school schedule to a school schedule from a Spanish-speaking country.
- I can describe how technology meets the needs of students and creates learning opportunities.
- I can explain how teachers support student learning in different cultural contexts.
- I can give examples of what schools include and offer that meets their students' needs.
- I can describe how students in different countries view success in school.
- I can recognize how bilingual education in Ecuador is improving learning opportunities for indigenous students.

Mi progreso comunicativo

- I can describe and compare school buildings.
- I can recognize people who work at schools when their jobs are described.
- I can ask and answer questions about my class schedule.
- I can express preferences about classes and classroom activities.
- I can exchange information to describe my teachers.
- I can draw comparisons between different people.
- I can describe the attributes of an ideal teacher.
- I can identify extracurricular activities when I hear them described.
- I can give opinions about what extracurricular activities schools should offer.
- I can recognize ways to be successful in school from someone speaking about the topic.
- I can explain how to be successful in school.
- I can describe my behavior in school.
- I can give examples of how classroom rules impact learning.
- I can describe how students and teachers create a positive classroom environment.

Unidad 2: La cultura de una familia

Mi progreso intercultural

- I can recognize how descriptive and figurative language is used in literature to describe family.
- I can compare and contrast perspectives on family from different cultures.
- I can compare greeting and leave-taking practices in Spanish-speaking cultures with those of my culture.
- I can express some information about family values in Mexico.
- I can describe what roles in the family used to be like and how they have changed.

Mi progreso comunicativo

- I can describe family structures.
- I can compare family structures.
- I can draw comparisons between family members.
- I can describe family members.
- I can explain how people in a household schedule their daily routines.
- I can narrate my daily routine and my family's daily routine.
- I can describe customs my family regularly observed in the past.
- I can ask and answer questions about what I used to do when I was young.
- I can describe how technology impacts family life.
- I can reflect on and share some of my family's values.
- I can comprehend descriptions of family members doing household chores.
- I can describe household responsibilities within my family.
- I can exchange information about how the individuals in my family help around the house.

Unidad 3: Un mundo hecho por comunidades

Mi progreso intercultural

- I can identify the Spanish colonial influence in Latin American communities.
- I can compare and contrast the layout of my community with that of a Spanish-speaking community.
- I can identify some icons and celebrations that express the shared identity of a community.
- I can identify some of the cultural differences between shopping in an outdoor market or in a supermarket.
- I know how and when to bargain in culturally appropriate ways.
- I can explain why different modes of transportation are used in communities across Spanish-speaking cultures.
- I can use a city map to help me find my way in Central American communities.
- I can identify unique ways to give directions in Costa Rica.
- I can describe how my own and other cultures honor and celebrate the cultural diversity of a community.
- I can explain how collaboration among community members benefits the community as a whole.
- I can explain why international volunteers make a difference in Latin American communities.

Mi progreso comunicativo

- I can describe places and their location in a community.
- I can identify what people do at different places in their community.
- I can use appropriate vocabulary to bargain in a relevant cultural context.
- I can retell what I did at various places in my community.
- I can describe how people traveled by various modes of transportation.
- I can ask for and give directions to get around a community.
- I can describe how people and communities celebrate their cultures and ancestry.
- I can describe how people contributed to community projects and celebrations.
- I can identify ways that individuals made a difference in their communities.
- I can encourage others to get involved in a community project.

Unidad 4: En la cocina de mi abuela

Mi progreso intercultural

- I can compare typical meals and ingredients used in Caribbean cooking and in my own community.
- I can identify what food would be culturally appropriate to serve at different times of the day in Spanish-speaking cultures.
- I can describe and compare traditional and modern approaches to healthcare in Cuba and my community.

Mi progreso comunicativo

- I can identify ingredients commonly used in Caribbean cooking.
- I can talk about the foods I like to eat and when I typically eat them.
- I can express and explain my food preferences.
- I can describe the flavors and ingredients in a variety of dishes.
- I can understand and identify what I hear when someone describes the flavors of a dish.
- I can retell actions in the past to explain how I prepared a meal.
- I can tell an adult how to make a familiar recipe.
- I can ask and answer questions about how to prepare various dishes.
- I can invite friends over for a gathering and name the food items that will be served.
- I can ask and answer questions about activities in the past.
- I can describe my symptoms to someone when I am sick.
- I can understand when someone describes how they felt when they were sick in order to identify their illness.
- I can describe how I felt when I was sick in the past.
- I can give advice about what to do based on different health-related symptoms.
- I can ask and answer questions about homemade remedies.
- I can answer questions about my symptoms.

Unidad 5: Vida social

Mi progreso intercultural

- I can describe how friends greet one another in other cultures.
- I can describe culturally appropriate norms when attending a social or family event in Spanish-speaking countries.
- I can compare a variety of leisure-time activities popular in Peru with those in my community.
- I can use formal language to show respect in Spanish.
- I can investigate prices in Peru and compare with prices for similar products where I live.

Mi progreso comunicativo

- I can describe my social habits and preferences.
- I can ask and answer questions about technology use and social habits.
- I can use some culturally appropriate expressions to extend, accept and politely refuse an invitation.
- I can retell past events about spending time with friends and/or family in the community.
- I can ask and answer questions about past events related to time with friends and family.
- I can narrate past outdoor adventures including completed actions and descriptions of background information.
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- I can identify where to buy certain clothing items.
- I can describe what clothes to wear for different occasions.
- I can ask and answer questions about purchases in a store.
- I can exchange information about prices and discounts on different items.
- I can report on a purchase I made and how much I spent and saved.
- I can ask for and give information about prices, styles, and sizes of clothing or models and prices of other goods.
- I can talk about how much items cost.
- I can exchange information about what items I purchased and for whom.

Unidad 6: Un viaje al extranjero

Mi progreso intercultural

- I can identify appropriate steps to take and ways to interact in an airport in a Spanish-speaking country.
- I can describe how to show respect and understanding in community-based tourism.
- I can compare the differences between staying in a hotel and in a family's home.
- I can describe the practice and perspective of dining in a *casa de familia* when traveling.
- I can explain the importance of respectful tourism while visiting historic sites.
- I can explain the importance of supporting artisanal crafts when visiting a new community.

Mi progreso comunicativo

- I can follow suggestions for getting around an airport when I read them or when someone tells me what to do.
- I can tell a Spanish-speaking friend how to get around an airport.
- I can narrate a story about a past travel experience.
- I can exchange basic and necessary travel information in the airport.
- I can communicate basic needs to a flight attendant.
- I can talk about my preferences when flying on an airplane.
- I can share tips for flying on a plane.
- I can explain how to plan for a long-distance bus trip.
- I can initiate, sustain and close a conversation about how to arrive at a specific destination.
- I can talk about the benefits of community-based tourism and how to be a responsible traveler.
- I can describe una casa de familia.
- I can give advice on where to stay depending on preferences.
- I can retell what happened in a restaurant after hearing a conversation.
- I can order and make simple requests in a restaurant.
- I can ask and answer questions about destinations while traveling.
- I can give advice to travelers about how to respectfully visit sites in another country.