









EntreCulturas Can-Do Statements

EntreCulturas 4 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




Pregunta esencial 1

- AP®**  I can respond to an email about how to choose new friends. (p. 12)
-   In my own and other cultures I can identify and compare the values expressed by the ways people celebrate friendships. (p. 13)
-   I can understand opinions about the characteristics of an ideal friend in a broadcast interview. (p. 15)
-  I can write recommendations about what to look for in a good friend. (p. 16)
-  I can write a conversation where I give opinions and advice about how to be myself with friends. (p. 19)
- AP®**  I can record a radio ad with advice to peers in other cultures on how to find friends in their schools and communities. (p. 19)







Pregunta esencial 2

-  I can exchange ideas about nonverbal cues and describe how they are used in text messaging. (p. 24)
-   In my own and other cultures I can compare how people use gestures and nonverbal cues in communication. (p. 24)
- AP®**  I can exchange opinions and advice in an email about the use of technology for communication. (p. 27)
-  I can understand the main idea and key events in a short letter to a loved one. (p. 28)
-  I can respond to text messages to inform someone about what I did on a trip. (p. 29)
- AP®**  I can exchange opinions and advice on how technology affects relationships with others. (p. 30)







En camino A

-  I can understand opinions about the characteristics of an ideal friend in a broadcast interview. (p. 31)
-  I can compose a simple brochure to provide advice on qualities of good friends, and how to communicate and maintain friendships. (p. 31)
-  I can exchange opinions and advice on how technology affects relationships with others. (p. 31)




Pregunta esencial 3

-  I can upload a video to social media describing my plans to travel to another culture as a traveler, not a tourist. (p. 35)
-  I can understand a conversation on how to have an authentic travel experience. (p. 39)
-  I can demonstrate culturally appropriate behaviors as I discuss and try unfamiliar foods from other cultures. (p. 39)
-  I can understand the main idea and key information in fictional texts. (p. 41)
-  I can compose a promotional tourist advertisement for my community. (p. 42)
- AP**[®]  I can respond to an email with advice on how to have an authentic experience as a traveler. (p. 43)

Pregunta esencial 4











-  I can understand the main idea and essential information in promotional texts about community tourism. (p. 47)
-  I can respond to an email expressing my preferences for a community tourism experience. (p. 47)
-  I can leave a voicemail to share my travel preferences and recommendations. (p. 49)
-  I can respond to social media comments about community tourism. (p. 50)
-  I can reflect on how to interact respectfully when participating in community tourism in other cultures. (p. 51)
- AP**[®]  I can participate in an online conversation to identify ways that travelers benefit from community tourism. (p. 52)

En camino B









-  I can understand the main idea and essential information in promotional texts about community tourism. (p. 53)
-  I can compose a promotional tourist advertisement for a community in another culture. (p. 53)
-  I can respond to social media comments about community tourism. (p. 53)

Unidad 2





Pregunta esencial 1

-  I can write a blog post to describe a form of art from another culture and compare it to one from my community. (p. 67)
-   I can exchange ideas about what I observed in works of art. (p. 71), (p. 85)
-  I can describe some cultural elements and identify some social and historical messages of a mural. (p. 71)
-   In my own and other cultures I can compare how historical events influence the arts. (p. 71)
-  I can understand some points of an interview about music and dance from another culture. (p. 72)
- AP**[®]   I can share information in a conversation about similarities and differences between styles of art and music in other cultures. (p. 73)
- AP**[®]  I can respond to an email to share my opinions on a form of art. (p. 73)









Pregunta esencial 2

-  I can respond to a text message with a movie plot summary and recommendation. (p. 76)
-   I can compare the themes and influences between artwork and musical performances from different cultures. (p. 79)
-   I can share information in a conversation about similarities and differences between styles of art and music in other cultures. (p. 79)
-  I can identify the main idea and some key information in a fictional play. (p. 80)
-  I can exchange information about themes and symbolism in a fictional play. (p. 84)
- AP**[®]  I can write a review for an online publication about a form of art from another culture to convince readers to go see it. (p. 84)







En camino A

-   I can identify some cultural elements, themes and/or messages in a work of art. (p. 85)
-  I can exchange ideas about what I observed in works of art. (p. 85)
-  I can write a description to compare the themes and cultural elements in works of art from other cultures. (p. 85)




Pregunta esencial 3

-  I can exchange information to compare colors, fabrics and designs of indigenous clothing worn in specific regions. (p. 88)
-  I can describe traditional clothing worn by indigenous groups in other cultures. (p. 88)
- AP**[®]  I can understand a video describing how indigenous design in high fashion reflects cultural identity. (p. 92)
-  I can compose a social media post on how architectural designs connect to the clothing designs of indigenous groups. (p. 96)
- AP**[®]   I can give an oral presentation to compare how clothing and design represent identity in my own and in other cultures. (p. 96)
-   In my own and other cultures I can compare how cultures celebrate their identity by what they wear. (p. 96)

Pregunta esencial 4










-  I can understand essential information in an infographic about clothing production. (p. 100)
-  I can write a social media post about how globalization impacts fashion and respond to ideas of others. (p. 101)
-  I can understand the main points and essential information in an article about global fashion trends. (p. 104)
-  I can participate in a conversation to describe a design for an article of sports clothing or accessory and compare it to current fashion. (p. 108)
- AP**[®]   I can exchange opinions and make suggestions on the impact of globalization on fashion. (p. 108)

En camino B










-  I can understand essential information in a video about clothing production. (p. 109)
-  I can participate in a conversation to describe a detailed design for an article of clothing or accessory from another culture. (p. 109)
-  I can write a social media advertisement describing contemporary fashion designs inspired by traditional cultures. (p. 109)

Unidad 3






Pregunta esencial 1

-  I can understand the main idea and essential information in an article about a historical figure. (p. 120)
-  I can exchange ideas about why we recognize historical figures for their contributions and character. (p. 122)
-  I can write a summary of a historical figure's biography and accomplishments. (p. 125)
-  I can respond to a text chat about my goals and plans to achieve them. (p. 126)
- AP**[®]  I can understand the main idea and essential information in an article about a historical figure. (p. 129)
-  I can share my ideas with peers about the influence of historical figures. (p. 130)
-   In my own and other cultures I can identify reasons why a culture values historical figures. (p. 130)
- AP**[®]  I can reply to an email to convince an audience to recognize an individual for his/her achievements and character. (p. 130)










Pregunta esencial 2

-  I can understand an article describing how a historical figure can transcend history. (p. 135)
-   I can describe some contributions that led an individual to become a historical figure. (p. 135)
-  I can share opinions to compare historical figures with modern day examples. (p. 137)
-  I can communicate on social media about the influence of historical figures. (p. 138)
- AP**[®]   I can interview a historical figure to learn about their life and accomplishments. (p. 140)
- AP**[®]   In my own and other cultures I can identify reasons why a culture values historical figures. (p. 140)










En camino A

-  I can understand the main idea and essential information in quotes and assign them to a historical figure. (p. 141)
-   I can interview a historical figure to learn about their life and accomplishments. (p. 141)
- AP**[®]   In my own and other cultures I can identify reasons why a culture values historical figures. (p. 141)





Pregunta esencial 3

-  I can understand a video describing how elements in a culture reflect personal identity. (p. 145)
-   I can exchange opinions on what shapes our identity and justify my point of view. (p. 145)
-   I can share information about the history of peoples in the Caribbean. (p. 150)
- AP**[®]  I can write a brief analysis of a poem I have studied about mestizo identities and the history of the Caribbean people. (p. 150)
-  I can identify the main idea and key information in an interview on the topic of personal identity. (p. 151)
- AP**[®]   I can converse with a peer from the target culture about elements that shape our cultural identity. (p. 152)

Pregunta esencial 4












-  I can identify some cultural elements in a poem. (p. 154)
-  I can share opinions in an online forum about the shared identity of Latin American cultures. (p. 156)
-  I can understand the main idea and supporting details in an article about national identity. (p. 159)
-  I can provide questions for an online survey on identity and language. (p. 161)
-  I can understand the main idea and essential information in an article about conserving cultural identity. (p. 162)
-  I can write a description of a cultural artifact and explain why it represents my cultural identity. (p. 162)
-   In my own and other cultures I can compare how groups of people share a cultural identity based on common languages, values and traditions. (p. 164)
- AP**[®]  I can write a brief statement outlining contributions I can make to an organization based on my cultural identity. (p. 164)

En camino B







-  I can identify the main idea and key information in an interview on the topic of personal identity. (p. 165)
-   I can converse with a peer from the target culture about elements that shape our cultural identity. (p. 165)
-  I can write a description of a cultural artifact and explain why it represents my cultural identity. (p. 165)

Unidad 4




Pregunta esencial 1

-  I can understand information in an infographic about global citizenship. (p. 178)
-  I can respond to social media posts about global citizenship. (p. 178)
-  I can exchange descriptions of the characteristics and attributes of global citizens. (p. 180)
-   In my own and other cultures I can identify and compare how people take action to help others. (p. 181)
-  I can state and support my opinion about the value of global citizens. (p. 182)
-  I can understand a video describing global citizenship. (p. 183)
-  I can present information about a local or global issue from the viewpoint of a global citizen. (p. 184)
-   In my own and other cultures I can identify and compare how people take action to help others. (p. 184)
- AP**[®]  I can write a social media post to convince others of the value of the work of global citizens. (p. 185)








Pregunta esencial 2

-  I can understand a video about volunteer opportunities. (p. 187)
-  I can present ideas about how to take action to help my community. (p. 190)
-  I can create a video to describe an international volunteer project I would like to do and why. (p. 190)
-  I can write about my attributes and preferences for a volunteer experience. (p. 192)
- AP**[®]   I can reply to a blog entry to share with peers in other cultures to promote global citizenship. (p. 192)










En camino A

-  I can understand an online brochure describing volunteer opportunities. (p. 193)
- AP**[®]  I can participate in an interview to talk about my attributes and volunteer experiences. (p. 193)
-  I can write a description of how volunteer experiences influence us to become global citizens. (p. 193)




Pregunta esencial 3

-  I can participate in a conversation about the barriers to education that exist in Latin America. (p. 197)
-  I can create a video about some barriers to education and how they impact high school graduation rates. (p. 199)
-  I can write a letter to a classmate to narrate circumstances that resulted in barriers to educación. (p. 205)
-  I can understand barriers to education and possible solutions described in a video. (p. 208)
-  I can respond to inquiries on social media about access to education for special needs students. (p. 208)
- AP**[®]   I can interact with a peer in another culture to discuss barriers to educational access. (p. 209)

Pregunta esencial 4






-  I can understand written statements by members of a learning community. (p. 212)
-  I can respond to queries in an online community forum about the advantages of a learning community. (p. 214)
-  I can share my ideas in a conversation with peers about the importance of collaboration in learning communities. (p. 215)
- AP**[®]  I can exchange details in an email on how family and community members are involved in my school and my community. (p. 215)
-  I can understand a video about solutions to barriers to education. (p. 216)
-   I can collaborate with peers about ways to improve education that benefit the community. (p. 217)
- AP**[®]   In my own and other cultures I can compare how communities work together to improve education. (p. 218)

En camino B







-  I can understand a video about solutions to barriers to education. (p. 219)
-  I can exchange ideas about what my community has done to remove the barriers to education. (p. 219)
-  I can write a proposal to improve education through collaboration in my community. (p. 219)

Unidad 5




Pregunta esencial 1

-  I can make a presentation about the effects of climate change on Latin America. (p. 229)
-  I can write a brief statement outlining the key points of my opinion on causes of global warming. (p. 232)
-  I can convince others of my opinions on climate change and migration in an online forum. (p. 235)
- AP**[®]   In my own and other cultures I can compare environmental challenges of climate changes. (p. 235)












Pregunta esencial 2

- AP**[®]  I can understand information provided in an article about environmental issues. (p. 237)
- AP**[®]   I can exchange information with peers in other cultures about how to motivate others to combat climate change. (p. 240)
-  I can understand the main points of a radio broadcast about renewable energy sources. (p. 241)
-  I can exchange opinions about the pros and cons of innovative solutions to fight climate change. (p. 242)
- AP**[®]  I can exchange opinions about working together to find innovative solutions to fight climate change. (p. 245)








En camino A

-  I can understand information provided in an article about environmental issues. (p. 246)
-  I can exchange opinions about working together to find innovative solutions to fight climate change. (p. 246)
-  I can convince others of the importance of working together to fight climate change. (p. 246)





Pregunta esencial 3

- AP**[®]   I can identify key facts and statistics shared in an article and infographics about emigration. (p. 249)
-  I can exchange ideas about the difficulties migrants and refugees face both in their country of origin and at their destination. (p. 252)
-   I can explain how a non-profit organization can assist migrant and refugee families. (p. 254)
-  I can identify the main idea and key information in a short story. (p. 255)
-  I can write a diary entry to describe issues posed by migration and offer possible solutions. (p. 259)
-    I can interact with a peer from another culture to demonstrate empathy, respect and understanding. (p. 261)
- AP**[®]  I can write a social media post about the difficulties migrants and refugees face both in their country of origin and at their destination. (p. 261)

Pregunta esencial 4










-  I can understand a video about an immigration experience. (p. 263)
- AP**[®]   In my own and other cultures I can compare how local and global organizations support migrants and refugees. (p. 264)
-  I can add my opinion about the crises facing migrant and refugee populations onto an online blog. (p. 268)
-  I can exchange ideas with others about ways to help migrants and refugees. (p. 268)
-  I can convince others about the importance of welcoming migrants and refugees to our communities. (p. 271)
- AP**[®]  I can exchange emails about ways to help migrant and refugee populations. (p. 271)

En camino B








-   I can identify the key facts and statistics shared in infographics about immigration. (p. 272)
-  I can exchange ideas with others about ways to help immigrants and refugees. (p. 272)
-  I can convince others about the importance of welcoming migrants and refugees to our communities. (p. 272)

Unidad 6






Pregunta esencial 1

-  I can identify the main ideas in a podcast about traditional and modern medical practices. (p. 283)
- AP**[®]  I can continue an email exchange about how people in my community use traditional and modern medical practices. (p. 283)
-  I can identify key information in an article about traditional and modern medicine. (p. 286)
-   In my own and other cultures I can explain how traditional and modern medical practices impact communities. (p. 288)
-  I can understand a video describing the coexistence of different approaches to medicine. (p. 289)
-  I can write an essay for or against the compatibility of traditional and modern medicine in today's world. (p. 290)
- AP**[®]   In my own and other cultures I can explain how traditional and modern medical practices impact communities. (p. 290)









Pregunta esencial 2

-  I can understand a blog post describing how to improve access to healthcare through innovation. (p. 294)
-  I can understand key points and some details in a video about mobile health clinics. (p. 295)
- AP**[®]   I can discuss the pros and cons of options to bring healthcare to marginalized populations. (p. 295)
-  I can understand the main points and essential information in a video about telemedicine. (p. 297)
-  I can express opinions about the advantages and limitations of telemedicine and my personal preferences about using those services. (p. 298)
- AP**[®]  I can share information on access to healthcare through innovations in my own and other communities. (p. 299)










En camino A

-   I can understand the main points and essential information in various texts about integrating medical practices and providing access to healthcare. (p. 300)
-   I can discuss the pros and cons of options to bring healthcare to marginalized populations. (p. 300)
- AP**[®]  I can write an essay for or against initiatives to improve healthcare in my community. (p. 301)





Pregunta esencial 3

-  I can understand the key ideas in an informational article about social media use and mental health. (p. 304)
-  I can state my opinion about the effects of social media on teenagers' health. (p. 306)
-  I can understand a video about the effects of technology on health. (p. 307)
-   In my own and other cultures I can explain how technology use impacts individual lifestyles. (p. 308)
-  I can identify the main ideas in a literary text about how technology changes an individual's habits. (p. 309)
-  I can describe how technology changes the way people think and act. (p. 310)
- AP**[®]  I can write an essay outlining the key points of my opinion on how the use of technology affects health. (p. 310)

Pregunta esencial 4

-  I can summarize the main ideas and key points in an article about social media and wellness. (p. 312)
-  I can describe a social media campaign that promotes a healthy lifestyle. (p. 314)
- AP**[®]   I can share opinions with others about how to use technology to promote a healthy lifestyle. (p. 314, 316)
-  I can use evidence from a text to provide accurate information about technology and wellness. (p. 316)
-  I can understand the main idea and essential information in an article about using technology to promote a healthy lifestyle. (p. 317)
-  I can write a review of different apps that support healthy lifestyles. (p. 318)
- AP**[®]   I can share opinions with others about how to use technology to promote a healthy lifestyle. (p. 318)

En camino B

-  I can understand the key ideas in an informational article about social media use and mental health. (p. 319)
-    I can share opinions with others about how to use technology to promote a healthy lifestyle. (p. 319)