

Nuestra historia brings together the magic of storytelling with real-world tasks in order to cultivate both students' communicative ability and intercultural understanding

Overview of *Nuestra historia 4*

Each unit in *Nuestra historia 4* is based on a different AP® **subtheme** and focuses on several different Spanish-speaking cultures. These “drivers” of the curriculum help guide story lines, authentic texts, communicative tasks, and cultural content.

The primary components in each unit of Level 4 include:

- **Stories:** Each *historieta* (short story) targets four to six structures in a compelling and comprehensible way, and includes audio and/or illustrations to increase understanding. There are several options for introducing students to these target structures, including:
 - Total Physical Response (TPR®)
 - Personalized Questions and Answers (PQAs)
- **Comprehension Activities:** After reading a story, comprehension activities allow students another opportunity to interact with the target structures, be exposed to more varied input, and demonstrate their understanding.
- **Alternative Versions:** These stories are similar to the original ones, but present the story from a new perspective, highlighting a different verb form, slightly different details, or maybe a twist in the plot.
- **Communicative Tasks:** Interpretive, interpersonal, and presentational speaking and writing tasks draw from and expand on what students were exposed to in story sections and prepare students for the Integrated Performance Assessment (IPA) at the end of each unit.
- **Longer Stories:** *Historias largas* increase interactions with the structures presented in the *historietas*. The *historias largas* can be used as formal assessments of the unit's target structures using the comprehension activities and/or communicative tasks.
- **Authentic Culture:** Cultural content is woven throughout each unit and includes:
 - *Artículos* that highlight global issues in a scaffolded series of comprehensible texts.
 - *Biografías*, which feature one prominent figure from featured Spanish-speaking countries.
 - *Entrevistas*, representing the perspectives and experiences of native speakers from around the Spanish-speaking world.
 - *Charla de peli*, which is a short film complete with PQAs, vocabulary, and a script. The films are chosen to compliment the themes and vocabulary present in the *historietas* and *historia larga*.
 - *PechaKucha* slideshows designed to help students discuss a topic or theme related to the unit.
 - *Panoramas* that virtually transport students to a place in one of the countries where they can see, think, and wonder at their proficiency level.
 - *Dreaming Spanish with Pablo*, a series of YouTube™ videos based on the ALG method developed by Dr. J. Marvin Brown.
- **Interactive Can-Do Statements:** Students self-assess their performance on communicative tasks with an integrated, clickable Can-Do statement. Both students and teacher can see the student's overall progress on a summative Can-Do checklist at the end of each unit.

- **Integrated Performance Assessments (IPAs):** These proficiency-based assessments incorporate authentic materials and tasks for a very “real” experience that draws on students’ interpretive, interpersonal, and presentational skills.

As you can see, *Nuestra historia* provides an array of options for teachers at various levels of expertise. You can select which elements most appropriately meet the needs of individual students and teacher personalities in your unique school district. Our goal is to support teachers wherever they are on their journey in providing truly compelling, comprehensible input to increase students’ proficiency levels.

Sample Pacing for *Unidad 1*

Below, you will find one option for pacing the material in *Unidad 1* in *Nuestra historia 4*. This same pacing could be applied to later units and is meant to be an example of what a teacher *could* do, not an example of what a teacher *should* do.

Timing for these tasks is approximate, and remember that if you are talking with your students—about a story, a culture, or their personal lives—and your students are engaged and having fun or finding what you’re saying interesting, then keep going! You are providing Comprehensible Input, and that’s what matters most. Don’t let a schedule stop you.

Also keep in mind that *Nuestra historia* can be customized and edited to suit your and your students’ needs. For more information on how to edit material or for more ideas on how to implement the curriculum, call 800-848-0256 or email info@vocesdigital.com.

Things to Consider

We recommend creating a **class routine** by opening your class with the day, date, etc.; introducing your daily objectives using the included Can-Do goal statements; and/or conducting a *Nuestra clase, nuestra historia* student interview. Please note: If you are interviewing a student and it is going well and everyone seems engaged and learning, then just KEEP GOING. This kind of relevant, personal comprehensible input can be the most effective material you use with them.

We also recommend showing students the different games available to play in the **Voces Game Center**. Tell students that if they have down time in class or outside of class, or finish an assignment early, to log into *Nuestra historia* and play games. Learn more about the Voces Game Center [here](#).

As you look over this Pacing Guide, keep in mind that our pacing and timing is **approximate**. You may find yourself moving faster or slower, depending. Take the time to discover your “flow.”

If you ever feel like you are moving too **fast**, then consider slowing down. Remember that engaging and connecting with your students about the material is key to the success of a Comprehensible Input approach. At the same time, if you’re moving fast and the students are “getting” it, then more power to you! Go with the flow! You can always make a unit last longer by adding your own material to a unit using the Voces Editor, incorporating a FVR routine in your class schedule, or even spending a few weeks mid-way in the year to read a class novel, like *Los sobrevivientes*!

If you are moving **slower**, then that’s okay too! You can assign some of the activities as homework (and spend more time in class just talking to your students and reading the stories). You can also skip some of the review materials—for instance, the *Historia larga* which revisits already learned material. It’s totally up to you. As long as students are engaged and you are delivering comprehensible input, we recommend not worrying too much about how fast or slow you’re moving in the curriculum. Let the students be your ultimate guide.

A Note on Technology

This pacing guide was written under the assumption that students have their own devices and can connect to the internet. We also highly recommend that students have access to headphones or earbuds, since many of the activities include audio and it would get very loud if all students were listening to different audio recordings at once. Similarly, students’ devices should come equipped with a microphone so that students can record their voices.

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
Week 1			
Monday			
Min	Section	Details	Device
10-15	<i>Historieta 1: El Graffiti de la Comuna 13 Preguntas personales</i>	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine. Choose one student—ideally, one of your better, more outgoing students for this first time—and “interview” them, asking some of the questions on the list. Tip! Set a timer. Start with 5 minutes. See how it goes. Since this will be your first time, you may want to tell students that their exit ticket will be to write down three things they learned about that student.	Project for class.
20	<i>Introducción</i>	Project the page for your class to see and then ask questions, like: <i>¿Qué cosas ves representadas en estas fotos?</i> <i>¿Ves algo familiar en estas fotos? ¿Qué? ¿Qué tienen de familiar?</i> <i>¿Qué fotos representan la religión? ¿Qué elementos ves en las fotos que representen la religión?</i> <i>¿Qué dicen las fotos sobre esas personas?</i> Tip! Double-click any of the images to make them full screen. Talk about what the image is and why it is being included in this selection.	Project for class.
10	<i>Introducción</i>	Have students partner up to discuss the <i>preguntas esenciales</i> at the top of the page. After giving them time to discuss their ideas with each other, bring the class back together and ask some students to share their thoughts with the whole class.	Project for class.
10	<i>En el fondo</i>	Have students complete the questions. Students may need to finish this as homework.	Assign beforehand. Students log in and go to the page.

-	Exit Ticket	Have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library.	Print out Exit Ticket beforehand.
Tuesday			
10-15	<i>Historieta 1: El Graffitiour de la Comuna 13 Preguntas personales</i>	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine. Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability, and check the class's comprehension by circling the responses and asking either/or questions. Some English responses are appropriate at this stage. Tip! Set a timer. Start with 5 minutes. See how it goes. If the student you are interviewing is having a good time and the other students are engaged and listening, then keep going past 5 minutes. If the students seem less engaged and less interested, then move on.	Project for class.
15	<i>Historieta 1: El Graffitiour de la Comuna 13 Vocabulario importante</i>	Introduce the <i>Vocabulario importante</i> for <i>Historieta 1: El Graffitiour de la Comuna 13</i> . You may want to create a gesture or action for each phrase, or you can simply read the Spanish and English and give some synonyms or other contextualized meaning.	Project for class.
25	<i>Historieta 1: El Graffitiour de la Comuna 13 Preguntas personales</i>	Next, do the PQA scripts with your students. Download the teacher version of the script and print it out—there are tips for you throughout. Tip! For each <i>historieta</i> , you can choose to do either the PQAs or class story. You could also do both! However, we have found that teachers who enjoy talking to their students and getting to know them do well with the PQAs. It's what they're naturally doing anyhow! Teachers who like to perform in front of the class, are often exaggerated and silly, and have a penchant toward storytelling do well with the class stories, because those fit their style. Of course, it is up to you! Best would be to try both approaches and then continue with the one approach that you feel most comfortable with and that the students respond best to.	Project for class.
-	Exit Ticket	Have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library.	Print out Exit Ticket beforehand.
Wednesday			
10-15	<i>Historieta 1: El Graffitiour de la Comuna 13 Preguntas personales</i>	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine. Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability, and check the class's comprehension by circling the responses and asking either/or questions. Some English responses are appropriate at this stage. Tip! Set a timer. Start with 5 minutes. See how it goes. If the student you are interviewing is having a good time and the other students are engaged and listening, then keep going past 5	Project for class.

		minutes. If the students seem less engaged and less interested, then move on.	
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can read a story about love.	
5	<i>Historieta 1: El Graffitour de la Comuna 13</i> Vocabulario importante	Project the <i>Vocabulario importante</i> and reestablish meaning. Tip! You could use some of the questions from the PQAs from the day before, reviewing what you did and reestablishing the meaning of the structures.	Project for class.
15	<i>Historieta 1: El Graffitour de la Comuna 13</i> El Graffitour de la Comuna 13	Project the first story, <i>El Graffitour de la Comuna 13</i> . Make sure the structures and their definitions are visible for students to see. Then, read the story out loud, stopping after every sentence or two and asking comprehension questions, ensuring that students are following along.	Project for class.
5	<i>Historieta 1: El Graffitour de la Comuna 13</i> El Graffitour de la Comuna 13	Next, play the native speaker audio of the story. Follow up with some additional comprehension questions (even repeated questions from when you were reading the story, but now direct them at your quieter kids).	Project for class.
15	<i>Historieta 1: El Graffitour de la Comuna 13</i> Actividad 1: Orden cronológico Actividad 2: Contesta las preguntas	Have students pair up or work individually and complete <i>Actividades 1</i> and <i>2</i> . If time allows, review the activities as a class.	Assign beforehand. Students log in and go to the pages.
-	Exit Ticket(s)	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library.	Print out Exit Ticket beforehand.
Thursday			
10-15	<i>Historieta 1: El Graffitour de la Comuna 13</i> Preguntas personales	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine. Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability and check the class's comprehension by circling the responses and asking either/or questions. English responses are appropriate at this stage.	Project for class.
10	<i>Historieta 1: El Graffitour de la Comuna 13</i> Actividad 1: ¿Antes o después?	Review <i>Actividades 1</i> and <i>2</i> in class and, in so doing, remind students about the story and reestablish the meaning of the structures.	Project for class. Students log in and go to the pages.

	Actividad 2: ¿Este o el otro?		
10	<i>Historieta 1: El Graffitour de la Comuna 13</i> Nota de gramática: Review of All the Tenses	Review all of the tenses, drawing on examples that focus on your students as well as examples from the story.	Project for class.
10	<i>Historieta 1: El Graffitour de la Comuna 13</i> Nota de gramática: Review of All the Tenses	Have students complete the activity and then go over the activity as a class to reinforce the structure of the different tenses in each case.	Assign beforehand. Students log in and go to the page.
10	<i>Historieta 1: El Graffitour de la Comuna 13</i> Actividad 3: Selecciona subtítulos	Have students complete <i>Actividad 3</i> . They may need to complete it as homework.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket(s)	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library.	Print out Exit Ticket beforehand.
Friday			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can read an article.	
10	<i>¡Extra! ¡Extra! Artículos</i> La santería: ¿religión, cultura o identidad?	Read version A with the class and complete the activity as a group.	Project for class. Students log in and go to the pages.
10	<i>¡Extra! ¡Extra! Artículos</i> La santería: ¿religión, cultura o identidad?	Have students partner up and read version B together and complete the second activity together.	Project for class. Students log in and go to the pages.
15	<i>¡Extra! ¡Extra! Artículos</i> La santería: ¿religión, cultura o identidad?	Have students read the last version on their own and work on the last set of questions.	Project for class. Students log in and go to the pages.
15	<i>¡Extra! ¡Extra! Artículos</i>	Finally, review student answers to the last question set and open up discussion about the article in general with the class.	Project for class.

	La santería: ¿religión, cultura o identidad?		
-	Exit Ticket	Have students click on the Can-Do and self-assess.	

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Week 2			
Monday			
10-15	<i>Historieta 2: Joselito</i> Preguntas personales	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine.	Project for class.
15	<i>Historieta 2: Joselito</i> Vocabulario importante	Introduce the <i>Vocabulario importante</i> for <i>Historieta 2: Joselito</i> . You may want to create a gesture or action for each phrase, or you can simply read the Spanish and English and give some synonyms or other contextualized meaning. Review the answers to the <i>pregunta esencial</i> .	Project for class.
20	<i>Historieta 2: Joselito</i> Nuestra historia - escritura Nuestra historia - oral	Invent a class story with the students, or you can have students tell their own. You can have them simply retell it as it was told in class, or you can add a twist to the assignment by having them retell it in a new perspective or with a new ending. It's up to you.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket	Have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library.	Print out Exit Ticket beforehand.
Tuesday			
10-15	<i>Historieta 2: Joselito</i> Preguntas personales	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine.	Project for class.
5	<i>Historieta 2: Joselito</i> Vocabulario importante	Review the <i>Vocabulario importante</i> for <i>Historieta 2</i> .	Project for class.
15	<i>Historieta 2: Joselito</i> Joselito	First, play the native speaker audio for <i>Joselito</i> for students while projecting the page so students can see the structures and follow along with the story. Next, read <i>Joselito</i> , pausing and asking yes/no, true/false, and other simple comprehension questions to your students.	Project for class.
20	<i>Historieta 2: Joselito</i> Actividad 1: Conecta las frases Actividad 2: Corrige las descripciones	Have students pair up or work individually and complete <i>Actividades 1</i> and <i>2</i> . Review the activities as a class.	Assign beforehand. Students log in and go to the pages.

-	Exit Ticket	Have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library.	Print out Exit Ticket beforehand.
Wednesday			
10-15	<i>Historieta 2: Joselito Preguntas personales</i>	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine.	Project for class.
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can write a personal letter.	
10	<i>Historieta 2: Joselito Nota de gramática: Subjunctive vs. Indicative with Impersonal Expressions</i>	Review the subjunctive and the indicative, drawing on examples that focus on your students as well as examples from the story.	Project for class.
10	<i>Historieta 2: Joselito Nota de gramática: Subjunctive vs. Indicative with Impersonal Expressions</i>	Have students complete the activity and spend a few minutes reviewing their responses as a way to reinforce the grammatical concept.	Assign beforehand. Students log in and go to the pages.
10	<i>Historieta 2: Joselito Joselito</i>	Review the story with students briefly.	Project for class.
10	<i>Historieta 2: Joselito Actividad 3: Una carta a la madre de Joselito</i>	Have students complete <i>Actividad 3</i> . Review activity as a class as time allows.	Assign beforehand. Students log in and go to the page.
		For students who finish early, print out a blank comic strip from Additional Resources and have them illustrate and caption the story.	Print out blank comic strips beforehand.
-	Exit Ticket(s)	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library.	Print out Exit Ticket beforehand.
Thursday			
10-15	<i>Historieta 1: Joselito</i>	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine. Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability and check the class's comprehension by circling the responses and	

		asking either/or questions. English responses are appropriate at this stage.	
5	<i>Historieta 2: Joselito</i> Versión alternativa: El milagro de Joselito	Review the structures for the <i>Versión alternativa: El milagro de Joselito</i> . Use gestures and ask students simple questions using the structures.	Project for class.
15	<i>Historieta 2: Joselito</i> Versión alternativa: El milagro de Joselito	Play the audio for the <i>Versión alternativa: El milagro de Joselito</i> . Pause the audio after every few sentences and ask a few simple comprehension questions to ensure students are following along.	Project for class.
10	<i>Historieta 2: Joselito</i> Actividad 4: ¿Probable o improbable? Actividad 5: Contesta las preguntas	Have students complete <i>Actividades 4</i> and <i>5</i> either alone or in pairs. Spend a few minutes at the end of class reviewing the answers.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket	Have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library.	Print out Exit Ticket beforehand.
Friday			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can read an article about a family and its experiences.	
10	<i>Historieta 2: Joselito</i> Interpretive Reading: El milagro de Joselito	Read the text aloud to your students, pausing occasionally to ask questions or have students describe what they see.	Project for class.
30	<i>Historieta 2: Joselito</i> Interpretive Reading: El milagro de Joselito	Have students complete the Interpretive Reading task. They can work in pairs or individually to complete it.	Assign beforehand. Students log in and go to the page.
10	<i>Historieta 2: Joselito</i> Interpretive Reading: El milagro de Joselito	Review the answers as a class.	Project for class.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	

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Week 3			
Monday			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can prepare and give a speech for a debate.	
5	<i>Historieta 2: Joselito</i> Presentational Speaking: El milagro de Joselito	Preview the instructions and rubric for for Presentational Speaking task.	Project for class.
30	<i>Historieta 2: Joselito</i> Presentational Speaking: El milagro de Joselito	Have students prepare and record their debate presentation on their own.	Assign beforehand. Students log in and go to the page.
15	<i>¡Extra! ¡Extra! Panoramas: Un funeral en Chichicastenango, Guatemala</i>	Project the panorama on the board and have students log in. Do this together as a class, encouraging students to respond in their own ways. If they need more words, give them to them—writing them on the board as they come up. Make sure you are exploring the panorama with them, pointing out things in the picture and then talking about it.	Project for class and have students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library.	Print out Exit Ticket beforehand.
Tuesday			
10-15	<i>Historieta 3: Un encuentro inesperado</i> Preguntas personales	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine.	Project for class.
15	<i>Historieta 3: Un encuentro inesperado</i> Vocabulario importante	Introduce the <i>Vocabulario importante</i> for <i>Historieta 3: Un encuentro inesperado</i> . You may want to create a gesture or action for each phrase, or you can simply read the Spanish and English and give some synonyms or other contextualized meaning.	Project for class.
25	<i>Historieta 3: Un encuentro inesperado</i> Preguntas personales	Next, do the PQA scripts with your students. Download the teacher version of the script and print it out—there are tips for you throughout.	Project for class.
-	Exit Ticket	Have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library.	Print out Exit Ticket beforehand.
Wednesday			

10-15	<i>Historieta 3: Un encuentro inesperado</i> Preguntas personales	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine.	Project for class.
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can read about customs.	
25	<i>Historieta 3: Un encuentro inesperado</i> Un encuentro inesperado	First, play the native speaker audio for <i>Un encuentro inesperado</i> for students while projecting the page so students can see the structures and story. Next, read <i>Un encuentro inesperado</i> , pausing and asking yes/no, true/false, and other simple comprehension questions to your students.	Project for class.
15	<i>Historieta 3: Un encuentro inesperado</i> Actividad 1: ¿Quién lo diría? ¿Quién lo hizo? Actividad 2: Contesta las preguntas	Have students complete <i>Actividades 1</i> and <i>2</i> . If time permits, spend a few minutes going over the questions.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library.	Print out Exit Ticket beforehand.
Thursday			
10	<i>Historieta 3: Un encuentro inesperado</i> Preguntas personales	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine.	Project for class.
15	<i>Historieta 3: Un encuentro inesperado</i> Interpretive Reading: Miss Rizos	Read the text aloud to your students, pausing occasionally to ask questions or have students describe what they see.	Project for class.
15	<i>Historieta 3: Un encuentro inesperado</i> Interpretive Reading: Miss Rizos	Have students complete the Interpretive Reading task. They can work in pairs or individually to complete it.	Assign beforehand. Students log in and go to the page.

10	<i>Historieta 3: Un encuentro inesperado</i> Interpretive Reading: Miss Rizos	Review the answers as a class.	Project for class.
-	Exit Ticket	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library.	Print out Exit Ticket beforehand.
Friday			
10-15	<i>Historieta 3: Un encuentro inesperado</i> Preguntas personales	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine.	Project for class.
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can have a conversation with someone I just met.	
5	<i>Historieta 3: Un encuentro inesperado</i> Actividad 3: Habla con Carolina	Go over the prompt and instructions with students.	Project for class.
20	<i>Historieta 3: Un encuentro inesperado</i> Actividad 3: Habla con Carolina	Have students complete the conversation individually	Assign beforehand. Students log in and go to the pages.
10-15	<i>Historieta 3: Un encuentro inesperado</i> Actividad 3: Habla con Carolina	Discuss students' responses and debrief the experience.	Project for class.
-	Exit Ticket	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library.	Print out Exit Ticket beforehand.

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Week 4			
Monday			
10-15	<i>Historieta 3: Un encuentro inesperado</i> Preguntas personales	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine.	Project for class.

5	<i>Historieta 3: Un encuentro inesperado</i> Versión alternativa: Todos pueden cambiar	Review the structures for the <i>Versión alternativa: El milagro de Joselito</i> . Use gestures and ask students simple questions using the structures.	Project for class.
15	<i>Historieta 3: Un encuentro inesperado</i> Versión alternativa: Todos pueden cambiar	Play the audio for the <i>Versión alternativa: El milagro de Joselito</i> . Pause the audio after every few sentences and ask a few simple comprehension questions to ensure students are following along.	Project for class.
15	<i>Historieta 3: Un encuentro inesperado</i> Actividad 4: ¿Cierto o falso? Actividad 5: Preguntas y respuestas	Have students complete <i>Actividades 4</i> and <i>5</i> either alone or in pairs. Spend a few minutes at the end of class reviewing the answers.	Assign beforehand. Students log in and go to the page.
		For students who finish early, print out a blank comic strip from Additional Resources and have them illustrate and caption the story.	Print out blank comic strips beforehand.
-	Exit Ticket(s)	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library.	Print out Exit Ticket beforehand.
Tuesday			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can write about an important community figure.	
10-15	<i>Historieta 3: Un encuentro inesperado</i> Interpersonal Writing: Un encuentro inesperado	Go over the prompt with students, including the teacher's email to which students will be responding as well as the rubric. Tell students that, in their response, they can write about Carolina Contreras or another figure they know about. <u>Optional:</u> Before class, edit the <i>Situación</i> section of the prompt and the email signature to refer to yourself instead of " <i>Señora Flores</i> ."	Project for class.
30-35	<i>Historieta 3: Un encuentro inesperado</i> Interpersonal Writing: Un encuentro inesperado	Have students complete the Interpersonal Writing task.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
Wednesday			

10-15	<i>Historieta 3: Un encuentro inesperado</i> Preguntas personales	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine, choosing a different student to interview.	Project for class.
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can understand a biography.	
25	<i>¡Extra! ¡Extra! Biografía Bartolomé de las Casas</i>	Read <i>Bartolomé de las Casas</i> , pausing and asking yes/no, true/false, and other simple comprehension questions to your students.	Assign beforehand. Students log in and go to the page.
15	<i>¡Extra! ¡Extra! Biografía: Bartolomé de las Casas</i> Actividad 1: Orden cronológico Actividad 2: ¿Cierto o falso? Actividad 3: ¿Qué piensas?	Have students do <i>Actividades 1, 2, and 3</i> on their own and then go over them as a class, as time allows. Students may need to finish this as homework.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library.	Print out Exit Ticket beforehand.
Thursday			
10-15	<i>Historieta 3: Un encuentro inesperado</i> Preguntas personales	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine, choosing a different student to interview.	Project for class.
15	<i>¡Extra! ¡Extra! PechaKucha Artefactos y rituales en la religión</i>	Read the <i>situación</i> paragraph together with your students. To introduce your students to the presentation, go over each image in the slide, asking simple yes/no questions.	Project for class.
20	<i>¡Extra! ¡Extra! PechaKucha Artefactos y rituales en la religión</i>	Have students complete the activity.	Assign beforehand. Students log in and go to the pages.
-	Exit Ticket	Have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library.	Print out Exit Ticket beforehand.
Friday			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda.	

		I can read a story about cultural identity.	
10	<i>Historia larga:</i> <i>La guayabera</i> Vocabulario importante	Project the structures from <i>Historietas 1-3</i> (found on the respective <i>Vocabulario importante</i> pages for these stories) for students to see and review their meaning—whether that is done by using gestures or just projecting and pointing to them. <u>Note:</u> There is no separate <i>Vocabulario importante</i> page for <i>Historias largas</i> , as these longer stories simply recycle the important structures from the preceding <i>Historietas</i> .	Project for class.
20	<i>Historia larga:</i> <i>La guayabera</i> La guayabera	First, play the native speaker audio for <i>La guayabera</i> for students while projecting the page so students can see the structures and story. Next, read <i>La guayabera</i> , pausing and asking yes/no, true/false, and other simple comprehension questions to your students.	Project for class.
20	<i>Historia larga:</i> <i>La guayabera</i> Actividad 1: La mejor descripción Actividad 2: ¿Probable o improbable?	Have students complete <i>Actividades 1</i> and <i>2</i> independently. Then, as time allows, review as a class.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do for <i>Actividad 1</i> and self-assess.	

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
Week 5			
Monday			
10-15	<i>Historieta 3: Un encuentro inesperado</i> Preguntas personales	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine, choosing a different student to interview.	Project for class.
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them for the class, or display them on the day's agenda. I can talk about cultural identity. I can retell a story.	
15	<i>Historia larga:</i> <i>La guayabera</i> La guayabera	Play the audio while showing only the structures on the board. Then, when the audio is done, ask some simple yes/no and true/false questions to make sure everyone has understood the story.	Project for class.
20	<i>Historia larga:</i> <i>La guayabera</i> Actividad 3: Presentación	Have students complete <i>Actividades 3</i> and <i>4</i> independently or in pairs. Then, as time allows, allow students to share their stories with the class.	Assign beforehand. Students log in and go to the page.

	Actividad 4: Cuéntame la historia		
-	Exit Ticket	Have students click on the Can-Dos for <i>Actividades 3</i> and <i>4</i> and self-assess.	
Tuesday			
10-15	<i>Historieta 3: La boda perfecta</i> Preguntas personales	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine, choosing a different student to interview.	Project for class.
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can talk about public and private identities.	
25	<i>Historia larga: La guayabera</i> Presentational Speaking: La identidad es una cosa compleja	Have students complete the Presentational Speaking task on their own. Tip: You may want to review the rubric as well, and make sure students know how they will be graded.	Assign beforehand. Students log in and go to the pages.
-		For students who finish early, print out a blank comic strip from the Resource Library and have them illustrate and caption the story.	Print out blank comic strips beforehand.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
Wednesday			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. I can understand a video about an ancient culture.	
5	<i>¡Extra! ¡Extra!</i> Dreaming Spanish with Pablo Machu Picchu OR El País Vasco	Begin by asking your students the <i>pregunta esencial</i> , and then have them read the first two questions in preparation for watching the video.	Assign beforehand. Students log in and go to the pages.
20	<i>¡Extra! ¡Extra!</i> Dreaming Spanish with Pablo Machu Picchu OR El País Vasco	Watch the video as a class. Pause along the way and ask simple comprehension questions and/or clarify meaning. You may also want to connect some of the points in the video with the stories and videos students have read and watched.	Project for class.
20	<i>¡Extra! ¡Extra!</i> Dreaming Spanish with Pablo Machu Picchu OR El País Vasco	Have students do the last activities on their own or with a partner, and then go over them as a class, as time allows. Students may need to finish this as homework.	Assign beforehand. Students log in and go to the pages.

-	Exit Ticket	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library.	Print out Exit Ticket beforehand.
Thursday			
10-15	<i>Historieta 3: Un encuentro inesperado</i> Preguntas personales	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine, choosing a different student to interview.	Project for class.
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can understand a video about someone's cultural identity.	
10	<i>¡Extra! ¡Extra! Entrevistas</i> Presentación de Luis	Project the video and play it for the class. Pause occasionally to ask yes/no and true/false questions.	Project for class.
30	<i>¡Extra! ¡Extra! Entrevistas</i> Palabritas Comprensión Comparación cultural	Have students pair up or work individually and complete the activities. Review the activities as a class. Students may need to complete as homework	Assign beforehand. Students log in and go to the pages.
-	Exit Ticket	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library.	Print out Exit Ticket beforehand.
Friday			
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them for the class, or display them on the day's agenda. I can write an original story. I can tell an original story.	
15	Introducción	Revisit the photos and captions on this page. Connect some of the artworks with stories you have read during the course of the unit. Revisit the <i>Preguntas esenciales</i> and discuss them as a class.	Assign beforehand. Students log in and go to the page.
35	<i>Revisión y evaluación</i> ¡Mi historia original! Cuéntanos una historia original	Have students create their own story using the target structures. You may wish to assign either writing or telling their original story, or both.	Assign beforehand. Students log in and go to the page(s).
-		When students finish creating their original story, have them illustrate their story using the 4-Panel Comic Page (which you would need to print beforehand) or play games in the Voces Game Center.	Print out blank comic strips beforehand.
-	Exit Ticket	Have students click on the Can-Do statements and self-assess.	

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
Week 6			
Monday			
Final Unit Assessment			
5		<p>Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day’s agenda.</p> <p>I can understand a text about belief and identity.</p> <p>I can talk about people’s beliefs and identities, and explain how our identities are shaped by those beliefs.</p> <p>I can compare and contrast my cultural identity with that of another.</p> <p>I can exchange emails about belief and identity.</p>	
45	<p>Integrated Performance Assessment</p> <p>Contexto and Interpretive Reading</p>	<p>Assign the tasks ahead of time. Set the assignments for the Integrated Performance Assessment so that students can only submit once and can’t leave the page once they begin.</p> <p>Point out to students that the tasks on the Integrated Performance Assessment mirror the communicative tasks that they have been doing throughout the unit. Tell students that they will begin the assessment today and continue tomorrow.</p>	<p>Assign beforehand. Students log in and go to the pages.</p>
-	Exit Ticket	Have students click on the Can-Do statements and self-assess.	
Tuesday			
5		<p>Remind students of the Can Dos, focusing on the ones that apply to the Presentational Speaking task.</p> <p>I can understand a text about belief and identity.</p> <p><u>I can talk about people’s beliefs and identities, and explain how our identities are shaped by those beliefs.</u></p> <p>I can compare and contrast my cultural identity with that of another.</p> <p>I can exchange emails about belief and identity.</p>	
Up to 45	<p>Integrated Performance Assessment</p> <p>Presentational Speaking</p>	Assign the task ahead of time. Again, make sure that the assignments for the Integrated Performance Assessment are set so that students can only submit once and can’t leave the page once they begin.	Assign beforehand. Students log in and go to the pages.
	<p><i>Unidad 1: ¿Qué crees?</i></p> <p>Can-Do Checklist</p>	<p>If students have any time left after completing the Presentational Speaking task, they should go to the Can-Do Checklist and start completing the “Reflections on My Work” section, in which students reflect on their learning and create personal goals for their future learning.</p> <p>If time permits, let students share their goals with the class.</p>	Assign beforehand. Have students log in and go to the page.
Wednesday			
5		<p>Remind students of the Can Dos, focusing on the ones that apply to the Interpersonal Writing task.</p> <p>I can understand a text about belief and identity.</p> <p>I can talk about people’s beliefs and identities, and explain how our identities are shaped by those beliefs.</p>	

		<u>I can compare and contrast my cultural identity with that of another.</u> <u>I can exchange emails about belief and identity.</u>	
Up to 30	Integrated Performance Assessment Interpersonal Writing	Assign the task ahead of time. Again, make sure that the assignments for the Integrated Performance Assessment are set so that students can only submit once and can't leave the page once they begin.	Assign beforehand. Students log in and go to the pages.
15	<i>Unidad 1: ¿Qué crees?</i> Can-Do Checklist	Students go to the Can-Do Checklist and continue filling out the "Reflections on My Work" section, in which they reflect on their learning and create personal goals for their future learning. If time permits, let students share some of their goals with the class.	Assign beforehand. Have students log in and go to the page.
Thursday End of unit wrap-up day! We have provided suggestions for what you can do on this final day of the unit. Feel free to pick and choose from these options or do something different!			
	<i>Unidad 1: ¿Qué crees?</i> Can-Do Checklist	If students didn't finish this the day before, have students go to the Can-Do Checklist and complete the "Reflections on My Work" section. Spend some time letting students share some of their goals with the class.	Assign beforehand. Have students log in and go to the page.
	End-of-Unit Review and Assessment <i>¡Mi historia original!</i>	Have students share the original stories they wrote.	
	Voces Game Center	You could also have students play games against each other or as a class!	
Friday			
		This is a flex day, in case any of the tasks over the course of the unit took longer than expected. If you have already completed everything in the unit that you wanted to complete, you can introduce <i>Go! Vive a tu manera</i> (found at the end of the <i>Nuestra historia 4</i> menu) or do anything else that you and students will enjoy.	

Unit 1 Can-Dos

Interpretive Reading

I can read an article about a family and its experiences.

I can select appropriate captions for pictures.

I can understand a text about belief and identity.

I can read a biography.

I can read about customs.

I can read a story about cultural identity.

I can read an article.

Interpretive Listening

I can understand a video about a city in Colombia.

I can understand a video about an ancient culture.

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

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

I can answer spoken questions about a story I have read.

Interpersonal Speaking

I can have a conversation with someone I just met.

Interpersonal Writing

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

I can give advice to a friend.

I can write about traditions in other countries.

Presentational Speaking

I can prepare and give a speech for a debate.

I can talk about public and private identities.

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 tell an original story.

Presentational Writing

I can retell a story.

I can write a personal letter.

I can write an original story.

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 Venezuelan cultural identity with the cultural identity of my country, region, and/or people.

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

Unit 1 Integrated Performance Assessment Can-Dos

Interpretive Reading

I can understand a text about belief and identity.

Presentational Speaking

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

Interpersonal Writing

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

I can exchange emails about belief and identity.