

Alignment to ACTFL’s World-Readiness Standards for Learning Languages

Voces® *Nuestra historia* Level 2 Digital Courseware ~ Unit 1

Nuestra historia Level 2 is an interactive Spanish Comprehensible Input (CI) curriculum with proficiency-based materials for novice-level learners. Level 2 will take your middle or high school students from a Novice-Mid level of proficiency to a Novice-High level of proficiency and beyond.

This standards-based, online program integrates stories, communicative tasks, and culture in a cohesive, all-in-one format accessible to students and teachers from any device.

This document illustrates how the first unit in level 2 aligns to ACTFL's World-Readiness Standards for Learning Languages. If you have any questions, call 1-800-848-0256 or email help@vocesdigital.com.

<i>Unidad 1: La aventura empieza</i>			
1. Communication			
1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.			
Section	Title	Mode	Can Do
Communicative Task	<i>Un restaurante dominicano en Nueva York</i>	Speaking	I can order food in a Dominican restaurant.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos La playa</i>	Speaking	I can identify some common practices in Spain and compare them to my own.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos Los galanes</i>	Speaking	I can identify some aspects of national identity.
Communicative Task	<i>Un nuevo jugador de fútbol</i>	Writing	I can ask and answer questions about places where I live and things I like to do.
Integrated Performance Assessment	Interpersonal Speaking Task	Speaking	I can have a conversation about biographical information, hobbies, and culture.
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			

Section	Title	Mode	Can Do
<i>Historia larga 1: El viaje de escuela</i>	<i>Actividad 1: Completa la frase</i>	Reading	I can read a story about a school trip.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Brillante pero indocumentada</i>	Reading	I can read an article about a Twitter controversy.
Communicative Task	<i>¡Ciudades de España!</i>	Reading	I can understand an infographic about Spain.
<i>Historia larga 2: Aventura en Valencia</i>	<i>Actividad 1: ¿Posible o imposible?</i>	Listening	I can understand a story about a festival in Spain.
Communicative Task	<i>Una celebración en Valencia</i>	Listening	I can understand the main idea of a video about a cultural celebration.
Integrated Performance Assessment	Interpretive Reading Task	Reading	I can understand an article about sports and culture.
Integrated Performance Assessment	Interpretive Listening Task	Listening	I can understand the main idea of a radio announcement.

1.3 Presentational: 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.

Section	Title	Mode	Can Do
<i>Historieta 4: El mejor restaurante de San Antonio</i>	<i>Trabajo en un restaurante mexicano local</i>	Speaking	I can give some information about myself when applying for a job.
<i>Historia larga 1: El viaje de escuela</i>	<i>Actividad 4: Cuéntame la historia</i>	Writing	I can write a story about a school trip.
<i>Historieta 3: El Parque del Dominó</i>	<i>Mi parque favorito</i>	Writing	I can write a letter about my favorite park.
<i>Historia larga 2: Aventura en Valencia</i>	<i>Actividad 4: Un final alternativo</i>	Writing	I can write a story about a festival in Spain.
End-of-Unit Review and Assessment	<i>¡Mi historia original!</i>	Writing	I can write an original story.
End-of-Unit Review and Assessment	<i>Cuéntanos una historia original</i>	Speaking	I can tell an original story.

Integrated Performance Assessment	Presentational Writing Task	Writing	I can write about a cultural event.
2. Culture			
2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.			
Section	Title	Can Do/Description	
<i>¡Extra! ¡Extra!</i>	<i>Artículos: La procesión de las Ánimas</i>	I can identify the similarities between festivals.	
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: La playa</i>	I can identify some common practices in Spain and compare them to my own.	
2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.			
Section	Title	Can Do/Description	
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Los galanes</i>	I can identify some aspects of national identity.	
<i>¡Extra! ¡Extra!</i>	<i>Panoramas: Puerto Rico Day en Nueva York</i>	Puerto Rico Day in New York City	
<i>¡Extra! ¡Extra!</i>	<i>Panoramas: Pescador en Puerto Pesquero, San Sebastián, España</i>	Fishermen in San Sebastian, Spain fishing off a pier	
3. Connections			
3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.			
Section	Title	Can Do/Description	
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: ¿Quieres ir conmigo?</i>	History and geography of Hispanic and Latino-influences in U.S. and Spain	
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.			
Section	Title	Can Do/Description	
<i>Historia larga 1: El viaje de escuela</i>	<i>El viaje de escuela</i>	Boy whose family immigrated from Mexico travels to Spain	
<i>Historieta 3: El Parque del Dominó</i>	<i>El Parque del Dominó</i>	Domino players and Cuban-American	

		culture in Miami
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Brillante pero indocumentada</i>	An undocumented immigrant's Tweet and the resulting controversy it caused
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: Las ciudades de Estados Unidos con más inmigrantes latinos</i>	Immigration of Latinos to the U.S.
4. Comparisons		
4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		
Section	Title	Can Do/Description
<i>Historieta 1: La chica nueva</i>	<i>¡Atención!</i>	Verb Conjugations
<i>Historieta 2: El primer viaje a Nueva York</i>	<i>Nota de gramática</i>	Present Progressive
<i>Historia larga 1: El viaje de escuela</i>	<i>Nota de gramática</i>	Present Perfect Tense
<i>Historieta 4: El mejor restaurante de San Antonio</i>	<i>Nota de gramática</i>	The Best
<i>Historia larga 2: Aventura en Valencia</i>	<i>¡Atención!</i>	Telling Time
4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.		
Section	Title	Can Do/Description
<i>Extra! ¡Extra!</i>	<i>Artículos La procesión de las Ánimas</i>	I can identify the similarities between festivals.
Integrated Performance Assessment	Intercultural Competency Task	I can explain how a certain practice is important to a cultural identity.
5. Communities		
5.1 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.		
Title	Can Do/Description	
<i>En mi comunidad</i>	I can use the Spanish language both within and beyond my classroom to interact	

		and collaborate in my community and the globalized world.
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
Title		Can Do/Description
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection
Integrated Performance Assessment	Can-Do Self-Assessment	Self-assessment on IPA Can-Do statements