

# NUESTRA HISTORIA

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

## Overview of *Nuestra historia 1*

Each unit in *Nuestra historia 1* is based on a different AP® **subtheme** and focuses on **two Spanish-speaking countries**. These two “drivers” of the curriculum help guide story lines, authentic texts, communicative tasks, and cultural content.

The primary components in each unit of Level 1 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)
  - Co-Created Class Stories (scripts and circling examples provided)
- **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 tasks in all communicative modes (i.e. writing, speaking, reading, and listening) draw from and expand on what students were exposed to in the *historietas* 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.
- **Señor Jordan and Profe Loco CI Videos:** Both video series focus on the target structures in the unit, and provide highly engaging, often hilarious, and always compelling interactions with a unit's target structures.
- **Authentic Culture:** Cultural content is woven throughout each unit and includes:
  - *Artículos* that highlight global issues in a scaffolded series of comprehensible texts.
  - *Notas culturales* that offer compelling cultural insights on each unit's target countries.
  - *Entrevistas* that present the perspectives and experiences of native speakers from around the Spanish-speaking world.
  - *El mundo en fotos* that present photos with AP-style simulated conversations, where students record themselves after listening to a native speaker.
  - Panoramas that virtually transport students to a place in one of the countries where they can see, think, and wonder at their proficiency level.
  - Cultural videos, which depict key cultural elements mentioned along their journey through the unit.

- **Interactive Can-Do Statements:** Students self-assess their performance on communicative tasks with an integrated, clickable Can-Do statement. Both the student and the 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.

### **Pacing for *Unidad 1***

Below, you will find one option for pacing the material in *Unidad 1* in *Nuestra historia 1*. 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 1* 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](mailto:info@vocesdigital.com).

### **Things to Consider**

We recommend creating a **class routine** by opening your class with the day, date, etc. and introducing your daily objectives using the included Can-Do 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, they can log in to *Nuestra historia* and play games. Learn more about the Voces Game Center [here](#).

Exit Tickets and Blank Comics are referred to throughout the Pacing Guide. These are downloadable resources, which can be found under Additional Resources in the Resource Library in the Teacher’s Panel.

As you look over the Pacing Guide, keep in mind that our pacing and timing is **approximate**. You may find yourself moving faster or slower. 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, or incorporating a FVR routine in your class schedule, or even spending a few weeks mid-way in the year reading a class novel, like *La madre perfecta*.

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 largas* which consist of mostly review 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.

Finally, remember that there is value in varying how you present the material. For example, read one story out loud, play the native speaker audio to another story, and then let students act out scenes from the next story. Similarly, you may do Personalized Questions and Answers (PQAs) for one *historieta* and then use a Story Script for the next *historieta*. By mixing things up and delivering content in a variety of ways, you're more likely to keep your students interested in the material. You are also more likely to have fun and grow more as a teacher!

**Note:** The Pacing Guide assumes a situation where the teacher has students set up in their account and students have access to their own devices in class. This situation allows teachers to assign work, differentiate assignments, and grade those assignments, all within *Nuestra historia*. This situation also allows for teachers to move from projecting *Nuestra historia* in class to having students log. If you don't have student accounts, you can still follow much of the Pacing Guide, but you will have to modify some aspects of it.

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
Week 1			
Monday			
Min	Section	Details	Device
5		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. <b>I can talk about places, celebrations, and customs in other countries.</b>	
15	<i>México y Guatemala</i> <b>Descubre México y Guatemala</b>	Present each slideshow of pictures. Use the scripts provided to ask students questions about the pictures and countries. <u>Tip!</u> Use the editor and add your own pictures from your travels to these countries or from around the internet.	Project for class.
10	<i>México y Guatemala</i> <b>Descubre México y Guatemala</b>	Once students have been introduced to both countries, have them complete the survey. When everyone has taken the survey, project the survey results for all to see and discuss them as a class. <u>Tip!</u> Choose a student and ask: What country did you choose? Why would you prefer to visit that country? You can ask in Spanish, but if you want to assess them on what they understood from your presentation, then asking them in	Assign beforehand. Students log in and go to page.

		English and accepting answers in English is fine, especially for Novice-level students.	
10	<i>México y Guatemala</i> <b>Visitemos México</b>	Explore Mexican culture more by looking at the pictures and map. Choose a few questions from the ones at the bottom of the page to ask your students or just look and comment on the pictures. <u>Tip!</u> Double click any image to make it full screen.	Project for class.
10	<i>México y Guatemala</i> <b>Visitemos Guatemala</b>	Explore Guatemalan culture more by looking at the pictures and map. Choose a few questions from the ones at the bottom of the page to ask your students or just look and comment on the pictures. <u>Tip!</u> Double click any image to make it full screen.	Project for class.
-	<b>Exit Ticket</b>	As an exit ticket, have students click on the Can-Do and self-assess. <u>Tip!</u> In addition to clicking on the Can-Do and self-assessing, you may also want to use one of the other <i>Boleto de salida</i> templates in the Resource Library, which you would need to print out in advance. The <i>Actualización de estado</i> template prompts students to give a status update, like they would on a social media site, and the <i>Hoy aprendí</i> template prompts students to write down what they learned on this day.	Students log in.
<b>Tuesday</b>			
10-15	<i>Historieta 1: Necesita un lápiz</i> <b>Preguntas personales</b>	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine. Choose one student—ideally one of your more outgoing students for this first time—and “interview” them, asking some of the questions from the chart. <u>Tip!</u> 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 the presenting student. English responses are appropriate at this stage.	Project for class.
15	<i>Historieta 1: Necesita un lápiz</i> <b>Vocabulario importante</b>	Introduce the <i>Vocabulario importante</i> for <i>Historieta 1: Necesita un lápiz</i> . There are directions for introducing the structures using TPR on the page.	Project for class.
25	<i>Historieta 1: Necesita un lápiz</i> <b>Preguntas personales</b>	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.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Boleto de salida - Nuestra clase, nuestra historia</i> , which can be found under Additional Resources in the Resource Library. <u>Tip!</u> You can use one of the other two <i>Boleto de salida</i> templates in the Resource Library, but the <i>Nuestra clase, nuestra historia</i> template is relevant on those days when you begin class with the <i>Nuestra clase, nuestra historia</i> routine.	Students complete exit ticket.
<b>Wednesday</b>			
10-	<i>Historieta 1:</i>	Begin class continuing with the <i>Nuestra clase, nuestra historia</i>	Project for

15	<i>Necesita un lápiz</i> <b>Preguntas personales</b>	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 comprehension with the class by circling the responses and asking either/or questions. English responses are appropriate at this stage. <u>Tip!</u> 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.	class.
5	<i>Historieta 1: Necesita un lápiz</i> <b>Vocabulario importante</b>	Project the <i>Vocabulario importante</i> and reestablish meaning. <u>Tip!</u> 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: Necesita un lápiz</i> <b>Necesita un lápiz</b>	Project the first story, <i>Necesita un lápiz</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: Necesita un lápiz</i> <b>Necesita un lápiz</b>	When you are done reading the story, 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 directed toward your quieter kids).	Project for class.
15	<i>Historieta 1: Necesita un lápiz</i> <b>Actividad 1: Opción múltiple</b> <b>Actividad 2: ¿Cierto o falso?</b>	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 pages.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Boleto de salida - Nuestra clase, nuestra historia</i> , which can be found under Additional Resources in the Resource Library. <u>Tip!</u> You can use one of the other two <i>Boleto de salida</i> templates in the Resource Library, but the <i>Nuestra clase, nuestra historia</i> template is relevant on those days when you begin class with the <i>Nuestra clase, nuestra historia</i> routine.	Students complete exit ticket.
<b>Thursday</b>			
10-15	<i>Historieta 1: Necesita un lápiz</i> <b>Preguntas personales</b>	Begin class continuing with 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 comprehension with the class by circling the responses and asking either/or questions. English responses are appropriate at this stage. <u>Tip!</u> 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,	Project for class.

		then move on.	
10	<i>Historieta 1: Necesita un lápiz</i> <b>Actividad 1: Opción múltiple</b> <b>Actividad 2: ¿Cierto o falso?</b>	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 pages.
10	<i>Historieta 1: Necesita un lápiz</i> <b>Actividad 3: Escucha y empareja</b>	Have students do <i>Actividad 3</i> . If time allows, review the answers to <i>Actividad 3</i> as a class.	Assign the page beforehand. Students log in and go to page.
10	<i>Historieta 1: Necesita un lápiz</i> <b>Versión alternativa: Necesito un lápiz</b>	Project the alternative version on the board and play the native speaker audio or read it out loud. Follow up with yes/no and true/false comprehension questions.	Project for class.
10	<i>Historieta 1: Necesita un lápiz</i> <b>Actividad 4: Cuéntame la historia (versión alternativa)</b>	Have students complete <i>Actividad 4</i> .	Assign the page beforehand. Students log in and go to page.
-	<i>Historieta 1: Necesita un lápiz</i>	For students who finish early, print out a blank comic strip from Additional Resources and have them illustrate and caption the story.	Hand out the blank comic strips
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Boleto de salida - Nuestra clase, nuestra historia</i> , which can be found under Additional Resources in the Resource Library. <b>Tip!</b> You can use one of the other two <i>Boleto de salida</i> templates in the Resource Library, but the <i>Nuestra clase, nuestra historia</i> template is relevant on those days when you begin class with the <i>Nuestra clase, nuestra historia</i> routine.	Students complete exit ticket.
<b>Friday</b>			
<b>Tip! You could call Friday “Voces video viernes”!</b>			
5		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day’s agenda. <b>I can understand a video about school.</b>	
10	<i>Profe Loco</i> <b>El monstruo en la clase</b>	Preteach the structures. Then, practice the structures with your class by asking them questions (and letting them respond either by raising their hand or blurting out an answer, whatever you prefer) and making statements. See the teacher notes on the Profe Loco video page for tips and examples on how to do this.	Project for class.
5	<i>Profe Loco</i>	Review each statement by asking the questions. See Profe	Project for

	<i>El monstruo en la clase</i>	Loco's notes and examples.	class.
20	<i>Profe Loco</i> <i>El monstruo en la clase</i>	Watch the video. Review the video. Retell the video.	Project for class.
10	<i>Profe Loco</i> <i>El monstruo en la clase</i>	Assess students with the activity provided.	Assign beforehand. Students log in and go to page.
-	<b>Exit Ticket</b>	Have students click on the Can-Do and self-assess. <u>Tip!</u> In addition to clicking on the Can-Do and self-assessing, you may also want to use one of the other <i>Boleto de salida</i> templates in the Resource Library, which you would need to print out in advance. The <i>Actualización de estado</i> template prompts students to give a status update, like they would on a social media site, and the <i>Hoy aprendí</i> template prompts students to write down what they learned on this day.	

**1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week**

**Week 2**

**Monday**

10-15	<i>Historieta 2: El maestro furioso</i> <b>Preguntas personales</b>	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student than before to interview.	Project for class.
15	<i>Historieta 2: El maestro furioso</i> <b>Vocabulario importante</b>	Introduce the <i>Vocabulario importante</i> for <i>Historieta 2</i> —project it on the board and associate a gesture for each structure. There are ideas for these gestures on this page in <i>Nuestra historia</i> .	Project for class.
25	<i>Historieta 2: El maestro furioso</i> <b>Story Script</b>	Next, ask a story with your students using the story script. There are tips and recommendations for successfully asking a story on the page in <i>Nuestra historia</i> . <u>Tip!</u> 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.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Boleto de salida - Nuestra clase, nuestra historia</i> , which can be found under Additional Resources in the Resource Library. <u>Tip!</u> You can use one of the other two <i>Boleto de salida</i> templates in the Resource Library, but the <i>Nuestra clase</i> ,	

		<i>nuestra historia</i> template is relevant on those days when you begin class with the <i>Nuestra clase, nuestra historia</i> routine.	
<b>Tuesday</b>			
10-15	<i>Historieta 2: El maestro furioso</i> <b>Preguntas personales</b>	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student than before to interview.	Project for class.
5	<i>Historieta 2: El maestro furioso</i> <b>Vocabulario importante</b>	Review the <i>Vocabulario importante</i> for <i>Historieta 2</i> .	Project for class.
15	<i>Historieta 2: El maestro furioso</i> <b>El maestro furioso</b>	First, play the native speaker audio for <i>El maestro furioso</i> for students while projecting the page so students can see the structures and story. Next, read <i>El maestro furioso</i> , pausing and asking yes/no, true/false, and other simple comprehension questions to your students. <u>Tip!</u> Compare your students with the students in the story. You may get some laughs.	Project for class.
15	<i>Historieta 2: El maestro furioso</i> <b>Actividad 1: ¿Quién es?</b> <b>Actividad 2: Completa la frase</b>	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 pages.
5	<i>Historieta 2: El maestro furioso</i> <b>Actividad 3: Cuéntame la historia</b>	Once everyone is done with <i>Actividades 1</i> and <i>2</i> and you reviewed their work as a class, have students work on <i>Actividad 3</i> on their own.	Assign beforehand. Students log in and go to page.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Boleto de salida - Nuestra clase, nuestra historia</i> , which can be found under Additional Resources in the Resource Library. <u>Tip!</u> You can use one of the other two <i>Boleto de salida</i> templates in the Resource Library, but the <i>Nuestra clase, nuestra historia</i> template is relevant on those days when you begin class with the <i>Nuestra clase, nuestra historia</i> routine.	
<b>Wednesday</b>			
10-15	<i>Historieta 2: El maestro furioso</i> <b>Preguntas personales</b>	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student than before to interview.	Project for class.
10	<i>Historieta 2: El maestro furioso</i> <b>Versión alternativa: El maestro furioso</b>	Read <i>Versión alternativa: El maestro furioso</i> to your students. Pause every sentence or two and ask simple questions, changing names with people in your school (i.e. the principal, counselor, etc.).	Project for class.
10	<i>Historieta 2: El maestro furioso</i>	Do <i>Actividad 4</i> as a class. Let students follow along online, but read the questions out loud and answer them together.	Project for class and

	<b>Actividad 4:</b> <b>¿Cierto o falso?</b> ( <i>versión alternativa</i> )		assign beforehand. Students log in and go to page.
10	<i>Historieta 2: El maestro furioso</i> <b>Nota de gramática:</b> <b>Masculino y femenino</b>	Project the <i>Nota de gramática</i> and then go around asking specific students questions using <i>estar</i> + an adjective that is a cognate and has a masculine/feminine option. (i.e. <i>activo, atlético, cómico, curioso</i> , etc.) Help them answer— <i>Estoy curioso</i> , etc. After demonstrating it, bring their attention to the page projected from <i>Nuestra historia</i> and explain the grammar briefly and in English.	Project for class.
10	<i>Historieta 2: El maestro furioso</i> <b>Nota de gramática:</b> <b>Masculino y femenino</b>	Have students log in and complete the <i>Nota de gramática</i> activity. You may want to write “extra” adjectives and their English translation on the board so students can go above and beyond the options presented.	Assign beforehand. Students log in and go to page.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Boleto de salida - Nuestra clase, nuestra historia</i> , which can be found under Additional Resources in the Resource Library. <u>Tip!</u> You can use one of the other two <i>Boleto de salida</i> templates in the Resource Library, but the <i>Nuestra clase, nuestra historia</i> template is relevant on those days when you begin class with the <i>Nuestra clase, nuestra historia</i> routine.	
<b>Thursday</b>			
10-15	<i>Historieta 2: El maestro furioso</i> <b>Preguntas personales</b>	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student than before to interview.	Project for class.
10	<i>Historieta 2: El maestro furioso</i> <b>Versión alternativa: El maestro furioso</b>	Re-read <i>Versión alternativa: El maestro furioso</i> as a class.	Project for class.
15	<i>Historieta 2: El maestro furioso</i> <b>Actividad 5:</b> <b>Contesta las preguntas</b> ( <i>versión alternativa</i> )	Print out the 4-Panel Blank Comic in Additional Resources in the Resource Library. Have students illustrate and caption the story.  Have students complete <i>Actividad 5</i> on their own. Walk around and help students who are struggling. Remind them that one-word answers are okay.  Review <i>Actividad 5</i> as a class.	Print off blank comic and assign activity beforehand. Students log in and go to page.
15	<i>¡Extra! ¡Extra!</i> <b>Panoramas</b> <b>Una clase en</b>	Project the panorama in class and talk about it/describe it to your students using some of the structures from the <i>El maestro furioso</i> story.	Project for class and assign

	<b>México</b>	Have students log in and answer the questions. Do this as a class, while also encouraging students to type original answers.	beforehand. Students log in and go to page.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Boleto de salida - Nuestra clase, nuestra historia</i> , which can be found under Additional Resources in the Resource Library. <u>Tip!</u> You can use one of the other two <i>Boleto de salida</i> templates in the Resource Library, but the <i>Nuestra clase, nuestra historia</i> template is relevant on those days when you begin class with the <i>Nuestra clase, nuestra historia</i> routine.	
<b>Friday</b>			
<b>Note: This is the only exception to “Voces video viernes” for the unit. However, if you choose option 1 below, you could say it is a live video, a.k.a. una obra de teatro!</b>			
5	<i>Historia larga 1: La muchacha fantástica</i> <b>La muchacha fantástica</b>	Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day’s agenda. <b>I can read a story about a boy and a girl in class.</b>	
5	<i>Historia larga 1: La muchacha fantástica</i> <b>La muchacha fantástica</b>	Project the structures for all to see and review their meaning—whether that is done by using gestures or just projecting and pointing to them.	Project for class.
15	<i>Historia larga 1: La muchacha fantástica</i> <b>La muchacha fantástica</b>	<b>Option 1:</b> You could have three students act out this story, with one being Mateo, another Camila, and a third the teacher. See the notes under “Presenting the Story” on the page in <i>Nuestra historia</i> . You would be telling the story as the students act it out.  <b>Option 2:</b> You could also play the audio while showing only the structures on the board. Then, when the audio is done, ask some simple yes/no, true/false questions to make sure everyone understood the story.	Project for class.
25	<i>Historia larga 1: La muchacha fantástica</i> <b>Actividad 1: ¿Muchacho o muchacha?</b> <b>Actividad 2: Ordena la historia</b>	Have students complete <i>Actividades 1</i> and <i>2</i> on their own. Review as a class if time permits.	Assign beforehand. Students log in and go to pages.
-	<b>Exit Ticket</b>	Have students click on the Can-Do and self-assess. <u>Tip!</u> In addition to clicking on the Can-Do and self-assessing, you may also want to use one of the other <i>Boleto de salida</i> templates in the Resource Library, which you would need to print out in advance. The <i>Actualización de estado</i> template prompts students to give a status update, like they would on a	

		social media site, and the <i>Hoy aprendí</i> template prompts students to write down what they learned on this day.	
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1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
Week 3			
Monday			
5		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. <b>I can understand events in a story about a boy and a girl in class.</b> <b>I can read a list of school supplies.</b>	
5	<i>Historia larga 1: La muchacha fantástica</i> <b>Nota de gramática:</b> <b>Un/una vs. el/la</b>	Project the <i>Nota de gramática</i> . <u>Tip!</u> Gather a few school supplies beforehand—like pencils, notebooks, glue, a ruler, a marker, a pencil sharpener—and ask either/or questions. For example: <i>¿Es un lápiz o un ___?</i>	Project for class.
5	<i>Historia larga 1: La muchacha fantástica</i> <b>Nota de gramática:</b> <b>Un/una vs. el/la</b>	Have students log in and complete the <i>Nota de gramática</i> activity.	Assign beforehand. Students log in and go to page.
15	<i>Historia larga 1: La muchacha fantástica</i> <b>Actividad 1:</b> <b>¿Muchacho o muchacha?</b> <b>Actividad 2:</b> <b>Ordena la historia</b> <b>Actividad 3:</b> <b>Opción múltiple</b>	Have students continue to work on <i>Actividades 1</i> and <i>2</i> and then stop them and go over one or both activities out loud as a class. Next, have students work on <i>Actividad 3</i> .	Project for class and assign beforehand. Students log in and go to pages.
20	<i>Historia larga 1: La muchacha fantástica</i> <b>Interpretive Reading: Útiles escolares</b>	Have students go to the Interpretive Reading: <i>Útiles escolares</i> assignment and project it. Then ask students a few questions to prepare them for the authentic material, like <i>¿Hay un cuaderno en la mesa?</i> After establishing meaning of some of the key words from the source, have students complete the activity individually or with a partner.	Project for class and assign beforehand. Students log in and go to pages.
-	<b>Exit Ticket</b>	Have students click on the Can-Dos and self-assess.	
Tuesday			
10-15	<i>Historieta 3: Amigos por teléfono</i> <b>Preguntas personales</b>	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student than before to interview.	Project for class.

10	<i>Historieta 3: Amigos por teléfono</i> <b>Vocabulario importante</b>	Introduce the <i>Vocabulario importante</i> for <i>Historieta 3</i> —project it on the board and associate a gesture for each structure. There are ideas for these gestures on this page in <i>Nuestra historia</i> .	Project for class.
20	<i>Historieta 3: Amigos por teléfono</i> <b>Preguntas personales</b>	Next, do the PQA scripts with your students. Download the scripts and print them out—there are tips for you throughout.	Project for class.
10	<i>Historieta 3: Amigos por teléfono</i> <b>Amigos por teléfono</b>	Now, read the story with them. Read it multiple times... <ul style="list-style-type: none"> <li>- First read it only without anything projected, pausing and asking simple questions along the way.</li> <li>- Then, read it again with the illustrations projected. Pause and ask simple questions as you read it, referring to the illustrations.</li> <li>- You may want to act out some of the story, having various students “play” the different characters.</li> </ul>	Project for class.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Boleto de salida - Nuestra clase, nuestra historia</i> , which can be found under Additional Resources in the Resource Library.	
<b>Wednesday</b>			
10-15	<i>Historieta 3: Amigos por teléfono</i> <b>Preguntas personales</b>	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student than before to interview.	Project for class.
20	<i>Historieta 3: Amigos por teléfono</i> <b>Amigos por teléfono</b>	Print out the illustrations or project them on the board, and have students copy the parts of the story that match each illustration. When they’re done, review the story with them—retell it while looking at the illustrations.	Project for class and students log in. They will need paper too.
20	<i>Historieta 3: Amigos por teléfono</i> <b>Actividad 1: Empareja</b> <b>Actividad 2: Contesta las preguntas</b>	Have students complete <i>Actividades 1</i> and <i>2</i> on their own. Then go over them as a class.	Assign beforehand. Students log in and go to pages.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Boleto de salida - Nuestra clase, nuestra historia</i> , which can be found under Additional Resources in the Resource Library.	
<b>Thursday</b>			
10-15	<i>Historieta 3: Amigos por teléfono</i> <b>Preguntas</b>	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student than before to interview.	Project for class.

	<b>personales</b>		
5	<i>Historieta 3: Amigos por teléfono</i> <b>Versión alternativa: Amigos por teléfono</b>	Review the structures for the <i>Versión alternativa: Amigos por teléfono</i> . Use gestures and use the structures in questions you ask your students.	Project for class.
15	<i>Historieta 3: Amigos por teléfono</i> <b>Versión alternativa: Amigos por teléfono</b>	Play the audio for the <i>Versión alternativa: Amigos por teléfono</i> . At the end, ask a few comprehension questions.	Project for class.
10	<i>Historieta 3: Amigos por teléfono</i> <b>Nota de gramática: Tú Form</b>	Go to the <i>Nota de gramática: Tú Form</i> . Explain the <i>Tú</i> form simply and concisely (or read the explanation at the top of the page).  Have students log in and complete the activity.	Project for class and assign beforehand. Students log in and go to page.
10	<i>Historieta 3: Amigos por teléfono</i> <b>Actividad 3: Opción múltiple (versión alternativa)</b> <b>Actividad 4: Contesta las preguntas (versión alternativa)</b>	If students have extra time, have them work on <i>Actividades 3</i> and <i>4</i> .	Assign beforehand. Students log in and go to page.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Boleto de salida - Nuestra clase, nuestra historia</i> , which can be found under Additional Resources in the Resource Library.	
<b>Friday</b>			
<b>Tip! You could call Friday “Voces video viernes”!</b>			
5		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.  <b>I can understand some of what a person says about where they live.</b> <b>I can write a short note about where I live.</b>	
5	<i>¡Extra! ¡Extra! Entrevistas Tania</i>	Play the interview for the class. Ask a question or two to get a sense of how well they understood it. Maybe ask in English what was challenging about hearing it. Note that this might be one of the first times they’re hearing a speaker speak quickly (or normally) in Spanish.	Project for class.

5	<i>¡Extra! ¡Extra!</i> <i>Entrevistas</i> <b>Tania</b>	Play the video again, but this time project the transcript so they can follow along with it. Pause three or four times to ask comprehension questions. <u>Tip!</u> You may even ask some of the comprehension questions they're about to answer.	Project for class.
15	<i>¡Extra! ¡Extra!</i> <i>Entrevistas</i> <b>Tania</b>	Now have students log in and do the comprehension questions and fill-in-the-blank section either in pairs or on their own. Spend a few minutes reviewing as a class.	Project for class and assign beforehand. Students log in and go to page.
10	<i>¡Extra! ¡Extra!</i> <i>Entrevistas</i> <b>Tania</b>	Let them complete the writing section on their own. Walk around the class and be available to give them guidance as necessary. <u>Tip!</u> There are a few other activity ideas on this page in <i>Nuestra historia</i> , which you could also do on this day, time permitting.	Assign beforehand. Students log in and go to page.
10	<i>¡Extra! ¡Extra!</i> <i>Entrevistas</i> <i>¿Y tú? ¿Quién eres?</i>	Have students record themselves talking, responding to the prompt on this page. If you would like, you could have them write out their answer ahead of time on a piece of paper. This could be done in class, time permitting, or done as homework.	Assign beforehand. Students log in and go to page.
-	<b>Exit Ticket</b>	Have students click on the Can-Dos and self-assess.	

**1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week**

**Week 4**

**Monday**

10-15	<i>Historieta 4:</i> <i>Una escuela nueva</i> <b>Preguntas personales</b>	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student than before to interview.	Project for class.
5	<i>Historieta 4:</i> <i>Una escuela nueva</i> <b>Vocabulario importante</b>	Introduce the <i>Vocabulario importante</i> for <i>Historieta 4</i> —project it on the board and associate a gesture for each structure. There are ideas for these gestures on this page in <i>Nuestra historia</i> .	Project for class.
25	<i>Historieta 4:</i> <i>Una escuela nueva</i> <b>Story Script</b>	Next, ask a story with your students using the story script. There are tips and recommendations for successfully asking a story on the page in <i>Nuestra historia</i> .	Project for class.
10	<i>Historieta 4:</i> <i>Una escuela nueva</i> <b>Una escuela nueva</b>	If time allows, play the audio of the story <i>Una escuela nueva</i> and ask some questions about it afterward.	Project for class.
-	<b>Exit Ticket</b>	Then, have students write down three things about that student. This can serve as an exit ticket.	

<b>Tuesday</b>			
10-15	<i>Historieta 4: Una escuela nueva</i> <b>Preguntas personales</b>	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student than before to interview.	Project for class.
20	<i>Historieta 4: Una escuela nueva</i> <b>Una escuela nueva</b>	Begin class by reading the story, pausing a few times to check for comprehension.	Project for class.
20	<i>Historieta 4: Una escuela nueva</i> <b>Actividad 1: ¿Cierto o falso?</b> <b>Actividad 2: Cuéntame la historia</b>	Have students log in and complete <i>Actividades 1</i> and <i>2</i> on their own. Time permitting, review the answers as a class.	Assign beforehand. Students log in and go to pages.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Boleto de salida - Nuestra clase, nuestra historia</i> , which can be found under Additional Resources in the Resource Library.	
<b>Wednesday</b>			
10-15	<i>Historieta 4: Una escuela nueva</i> <b>Preguntas personales</b>	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student than before to interview.	Project for class.
20	<i>Historieta 4: Una escuela nueva</i> <b>Versión alternativa: Una escuela nueva</b>	Now read the <i>Versión alternativa</i> to your students, pausing every few sentences and checking for comprehension.	Project for class.
5	<i>Historieta 4: Una escuela nueva</i> <b>Versión alternativa: Una escuela nueva</b>	See the <i>¡Atención!</i> —Explain the <i>Yo</i> form briefly, using examples from the story and about your students using the structures.	Project for class.
15	<i>Historieta 4: Una escuela nueva</i> <b>Actividad 3: Ordena la historia (versión alternativa)</b>	Have students illustrate and caption the story using the 4-Panel Blank Comic in the Additional Resources in the Resource Library.  Then have students log in and begin work on <i>Actividad 3</i> .	Print off blank comic and assign activity beforehand. Students log in and go to page.

-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Boleto de salida - Nuestra clase, nuestra historia</i> , which can be found under Additional Resources in the Resource Library.	
<b>Thursday</b>			
5		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. <b>I can recognize dates and days of the week.</b> <b>I can say hello to my teacher and introduce myself.</b>	
15	<i>Historieta 4: Una escuela nueva</i> <b>Interpretive Reading: Sistema Educativo Nacional</b>	Assign this ahead of time. If you feel like students need it, then introduce the assignment and talk about the authentic resource. However, if students have been completing exit tickets and if you have established a daily routine of talking about the date, etc., then they should have no trouble doing this on their own.	Assign beforehand. Students log in and go to page.
15	<i>Historieta 4: Una escuela nueva</i> <b>Presentational Speaking: Primer día de clases</b>	Similarly, assign this ahead of time and have students work on this individually. Keep in mind that if they're all recording themselves, then background noise may become an issue, so either position them in strategic ways to cut down on this or have half the class work on this assignment first and the other half work on it later in the class period.	Assign beforehand. Students log in and go to page.
15	<i>Historieta 4: Una escuela nueva</i> <b>Interpretive Reading: Sistema Educativo Nacional</b> <b>Presentational Speaking: Primer día de clases</b>	Review both assignments together as a class.	Project for class.
-	<b>Exit Ticket</b>	Have students click on the Can-Dos and self-assess.	
<b>Friday</b>			
<b>Tip! You could call Friday "Voces video viernes"!</b>			
10	<i>Señor Jordan</i> <b>Class Discussion Questions</b>	Begin class with the class discussion questions. Print out the questions and notes or have your own device with you to refer to, but don't project these for students.	
10	<i>Señor Jordan</i> <b>Predictions about Pictures</b>	Next, create Predictions about Pictures. Follow the script provided for you.	Project for class.
15	<i>Señor Jordan</i> <b>¡Súper Lápiz!</b>	Play the video, but be prepared to pause the video at key moments and ask the students questions, checking for their	Project for class.

	<b>Episodio 1</b>	understanding. Use the script on the Questions During the Video page. Print these out beforehand or have them visible on your own personal device since you will be projecting the video in class for all to see.	
15	<i>Señor Jordan</i> <b>Actividad 1: ¿Sí o no?</b> <b>Actividad 2: Completa la frase</b> <b>Actividad 3: Preguntas</b>	Have students work on <i>Actividades 1, 2, and 3</i> for the rest of the period. Walk around and assist as needed. If they seem to be losing focus, then stop everyone and do the first activity as a group.	Assign beforehand. Students log in and go to pages.
-	<b>Exit Ticket</b>	At the end of class, have students fill out either the <i>Actualización de estado</i> template, which prompts students to give a status update, like they would on a social media site, or the <i>Hoy aprendí</i> template, which prompts students to write down what they learned on this day. Both can be found under Additional Resources in the Resource Library and need to be printed out ahead of time.	

**1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week**

**Week 5**

**Monday**

5		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. <b>I can read a story about school in Mexico.</b> <b>I can understand what happened in a story about school in Mexico.</b>	
45	<i>Historia larga 2: Los maestros en México</i> <b>Actividad 1: ¿Cuál es correcto?</b> <b>Actividad 2: Opción múltiple</b> <b>Actividad 3: Contesta las preguntas</b>	Have students log in and work independently on the <i>Historia larga 2</i> section. You could treat this very formally, assigning <i>Actividades 1–3</i> and limiting the number of submissions and even making it so students can't leave the page once they begin. This would be treated like a quiz grade.  <u>Tip!</u> If students finish early, have them illustrate and caption the story using a 4-Panel Blank Comic page (which you would have to print out ahead of time).	Assign beforehand. Students log in and go to pages.
-	<b>Exit Ticket</b>	Have students click on the Can-Dos and self-assess.	

**Tuesday**

5		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. <b>I can identify classes and understand days of the week in a class schedule.</b>	
5	<i>Historia larga 2: Los maestros en México</i>	Do some simple PQAs with common classes and days of the week and then project the page, Interpretive Reading: <i>3er Grado</i> and ask some questions specifically about the schedule.	Project for class.

	<b>Interpretive Reading: 3er. Grado</b>		
10	<i>Historia larga 2: Los maestros en México</i> <b>Interpretive Reading: 3er. Grado</b>	Have students work on the Interpretive Reading task.	Assign beforehand. Students log in and go to page.
10	<i>Historia larga 2: Los maestros en México</i> <b>Interpretive Reading: 3er. Grado</b>	Review the Interpretive Reading task with students.	Project for class and have students log in and go to page.
20	<i>¡Extra! ¡Extra! Panoramas Una clase en México</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, provide them—writing them on the board as they come up. Make sure you are exploring the panorama with the class, pointing out things in the picture and then talking about it.	Project for class and have students log in and go to page.
-	<b>Exit Ticket</b>	Have students click on the Can-Do and self-assess.	
<b>Wednesday</b>			
5		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. <b>I can compare my school with a school in Mexico.</b> <b>I can talk about my school.</b>	
10	<i>¡Extra! ¡Extra! Artículos Escuela de CdMx</i>	Read version 1 with the class and complete the activity as a group.	Project for class and assign beforehand. Have students log in and go to page.
10	<i>¡Extra! ¡Extra! Artículos Escuela de CdMx</i>	Have students partner up and read version 2 together and complete the second activity together.	Project for class. Have students log in and go to page.
10	<i>¡Extra! ¡Extra! Artículos Escuela de CdMx</i>	Have students read the last version on their own and work on the last set of questions.	Project for class. Have students log in and go to page.
15	<i>¡Extra! ¡Extra! El mundo en fotos Benito Juárez</i>	Spend a few minutes talking about the photograph and reading the descriptions, and then have students complete the interpersonal speaking task individually.	Project for class and assign beforehand.

			Have students log in and go to page.
-	<b>Exit Ticket</b>	Have students click on the Can-Dos and self-assess.	
<b>Thursday</b>			
5		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. <b>I can read a story about a student.</b> <b>I can understand the order of events in a story about a student.</b>	
20	<i>Historia larga 3: Pedro el estudiante</i> <b>Pedro el estudiante</b>	Review the structures—perhaps not all, but some. Students should be familiar with these.  Play the audio of the story while keeping only the structures visible at the front of the class. Pause and ask simple questions. Compare Pedro and the other characters with people in your school or community.	Project for class.
25	<i>Historia larga 3: Pedro el estudiante</i> <b>Actividad 1: ¿Cierto o falso?</b> <b>Actividad 2: Empareja</b>	Have students work on <i>Actividades 1, 2, and 3</i> . Review work as a class afterwards.	Assign beforehand. Have students log in and go to pages.
-	<b>Exit Ticket</b>	Have students click on the Can-Dos and self-assess.	
<b>Friday</b>			
<b>Tip! You could call Friday “Voces video viernes”!</b>			
5		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. <b>I can understand a video about food.</b>	
5	<i>Profe loco: Tengo comida</i>	Preteach the structures. Much of this is review, but Profe Loco includes some good mnemonic devices that would be worth sharing with your students.	Project for class.
10	<i>Profe loco: Tengo comida</i>	Practice the structures with your class by asking them questions (and letting them respond either by raising their hand or blurting out an answer, whatever you prefer) and making statements. See the teacher notes on the Profe Loco video page for tips and examples on how to do this.	Project for class.
5	<i>Profe loco: Tengo comida</i>	Review each statement by asking the questions. See the teacher notes on the Profe Loco video page for tips and examples on how to do this.	Project for class.
10	<i>Profe loco: Tengo comida</i>	Watch the video.	Project for class.
5	<i>Profe loco: Tengo comida</i>	Review the video	Project for class.
10	<i>Profe loco: Tengo comida</i>	Have students do the Listen and Draw Activity and Assessment.	Project for class and hand out

			paper.
-	<b>Exit Ticket</b>	Have students click on the Can-Do and self-assess.	

<b>1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week</b>			
<b>Week 6</b>			
<b>Monday</b>			
5		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. <b>I can compare my school with a school in Guatemala.</b> <b>I can list my schedule of classes.</b>	
10	<i>¡Extra! ¡Extra!</i> <i>Artículos</i> <b>Escuela en Guatemala</b>	Read version 1 with the class and complete the activity as a group.	Project for class and assign beforehand. Have students log in and go to page.
10	<i>¡Extra! ¡Extra!</i> <i>Artículos</i> <b>Escuela en Guatemala</b>	Have students partner up and read version 2 together and complete the second activity together.	Project for class. Have students log in and go to page.
10	<i>¡Extra! ¡Extra!</i> <i>Artículos</i> <b>Escuela en Guatemala</b>	Have students read the last version on their own and work on the last set of questions.	Project for class. Have students log in and go to page.
10	<i>¡Extra! ¡Extra!</i> <i>Artículos</i> <b>Escuela en Guatemala</b>	Open discussion up as a whole class, going over their responses to the last set of questions and discussing the article in general.	Project for class. Have students log in and go to page.
10	<i>Historia larga</i> <i>3: Pedro el estudiante</i> <b>Presentational Writing: Mis clases</b>	Have students work independently on the presentational writing task. Review as a class or ask some students to share.	Project for class and assign beforehand. Have students log in and go to page.
-	<b>Exit Ticket</b>	Have students click on the Can-Dos and self-assess.	
<b>Tuesday</b>			
5	<i>¡Extra! ¡Extra!</i> <i>Entrevistas</i> <b>Verónica</b>	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. <b>I can understand some of what a person says about where they live and what they do.</b>	

		<b>I can talk about my friends and what I wear.</b>	
20	<i>¡Extra! ¡Extra! Entrevistas Verónica</i>	Play the interview for the class. Then have students complete the multiple-choice questions on their own. Afterwards, go over the questions as a class. Extend the questions and relate them to your students and peers as much as possible.	Project for class and assign beforehand. Have students log in and go to page.
25	<i>¡Extra! ¡Extra! Amigas de Guatemala</i>	Spend a few minutes talking about the photograph and reading the descriptions, and then have students complete the interpersonal speaking task individually.	Project for class and assign beforehand. Have students log in and go to page.
-	<b>Exit Ticket</b>	Have students click on the Can-Dos and self-assess.	
<b>Wednesday</b> <b>Final Unit Assessment: Option 1</b> Please note: If you prefer to assign the IPA as the final unit assessment, see <b>Option 2</b> below.			
5		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. <b>I can read a story about a teacher.</b> <b>I can write a story about a teacher.</b> <b>I can talk about what I need for class.</b>  <u>Tip!</u> Remind students that today will be a formal unit assessment and they will be working independently.	
45	<i>Historia larga 4: Un maestro no normal Un maestro no normal Actividad 1: ¿Cierto o falso? Actividad 2: Contesta las preguntas Actividad 3: Cuéntame la historia Interpersonal Speaking: Compras de material escolar</i>	Assign the <i>Historia larga 4</i> , all parts, including the interpersonal speaking task. Set the assignment so that students can't submit more than 2–3 times and can't leave the page once they begin.	Assign beforehand. Have students log in and go to page.
-	<b>Exit Ticket</b>	Have students click on the Can-Dos and self-assess.	

<b>Thursday</b>			
<b>Final Unit Assessment: Option 1</b>			
Please note: If you prefer to assign the IPA as the final unit assessment, see <b>Option 2</b> below.			
15	<i>Historia larga 4: Un maestro no normal</i> <b>Un maestro no normal</b> <b>Actividad 1:</b> <b>¿Cierto o falso?</b> <b>Actividad 2:</b> <b>Contesta las preguntas</b>	Reread <i>Historia larga 4</i> as a class or by playing the audio. Go over <i>Actividades 1</i> and <i>2</i> and review correct answers.	Project for class. Have students log in and go to pages.
5		Introduce the Can-Dos after reviewing <i>Historia larga 4</i> and the activities above. Write them on the board, project them, or display them on the day's agenda. <b>I can write an original story.</b> <b>I can tell an original story.</b> <u>Tip!</u> Remind students that this writing/speaking assignment is also a formal assessment and they will be working independently.	
30	End-of-Unit Review and Assessment <b>¡Mi historia original!</b> <b>Cuéntanos una historia original</b>	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. Have students log in and go to page(s).
-		When students finish creating their original story, have them illustrate their story using a 4-Panel Blank Comic page (which you would need to print off beforehand) or play games in the Voces Game Center.	
-	<b>Exit Ticket</b>	Have students click on the Can-Dos and self-assess.	
<b>Wednesday</b>			
<b>Final Unit Assessment: Option 2</b>			
Please note: If you prefer to assign <i>Historia larga 4</i> and the End-of-Unit Assessment as the final unit assessment, see <b>Option 1</b> above.			
5		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. <b>I can identify classes and instructors in a class schedule.</b> <b>I can read a list of classroom supplies.</b> <b>I can understand a commercial about school supplies.</b>	Project for class.
5	Integrated Performance Assessment <b>Context</b>	Read the context and look at the pictures as a class. <u>Tip!</u> Remind students that this assignment is a formal assessment and they will be working independently.	Project for class.
40	Integrated	Assign the tasks ahead of time. Set the assignment so that	Assign

	Performance Assessment <b>Interpretive Reading 1</b> <b>Interpretive Reading 1</b> <b>Interpretive Listening</b>	students can't submit more than 2-3 times and can't leave the page once they begin.	beforehand. Have students log in and go to pages.
-	<b>Exit Ticket</b>	Have students click on the Can-Dos and self-assess.	
<b>Thursday</b>			
<b>Final Unit Assessment: Option 2</b>			
Please note: If you prefer to assign <i>Historia larga 4</i> and the End-of-Unit Assessment as the final unit assessment, see <b>Option 1</b> above.			
5		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. <b>I can talk about which school supplies I need for what classes on what days.</b> <b>I can describe my class schedule, including what classes I have and what supplies I need for each class.</b> <b>I can recognize some similarities and differences between school in Mexico and school in the United States.</b>	Project for class.
45	Integrated Performance Assessment <b>Interpersonal Speaking</b> <b>Presentational Speaking</b> <b>Intercultural Competencies</b>	Assign the tasks ahead of time. Set the assignment so that students can't submit more than 2-3 times and can't leave the page once they begin.	Assign beforehand. Have students log in and go to pages.
-	<b>Exit Ticket</b>	Have students click on the Can-Dos and self-assess.	
<b>Friday</b>			
<b>End of Unit Wrap-Up Day!</b>			
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: Mi vida escolar</i> <b>Can-Do Checklist</b>	Have students go to the Can-Do Checklist and complete the "Reflections on My Work" section. Students will self-reflect on their learning and create personal goals for their future learning.	Assign beforehand. Have students log in and go to page.
	<i>México y Guatemala</i> <b>En mi comunidad</b>	Set up international key pals and introduce students to these key pals on this day. Or, encourage students to interact on social media in Spanish according to your school's policy. <u>Tip!</u> Have students complete the Can-Do, imagining what they will be able to do now that they have completed one unit of <i>Nuestra historia</i> .	Project for class and assign beforehand.
	End-of-Unit Review and Assessment	Have students share the original stories they wrote.	Have students log in.

	<i>¡Mi historia original!</i>		
	<b>Día de Muertos Reader</b> o <b>El Día de los Muertos by Teacher's Discovery</b>	If the timing is right (and <i>Día de muertos</i> is approaching), then read <i>Las mariposas vienen de visita</i> with your students or, to keep the <i>Voces viernes video</i> routine established, play the Teacher's Discovery original Day of the Dead video, which can be found in the <i>¡Extra! ¡Extra!</i> section under <i>Investigación cultural</i> .	Project for class.
	<b>Voces Game Center</b>	You could also have students play games against each other or as a class!	Have students log in.

Here's a list of Unit 1 Can-Dos, if you choose to follow the Pacing Guide and use Option 1 for the final assessment.

### Unit 1 Can-Dos

#### **Interpretive Reading**

- I can understand events in a story about a boy and a girl in class.
- I can read a story about a boy and a girl in class.
- I can recognize dates and days of the week.
- I can read a story about school in Mexico.
- I can understand what happened in a story about school in Mexico.
- I can identify classes and understand days of the week in a class schedule.
- I can read a story about a student.
- I can understand the order of events in a story about a student.
- I can read a story about a teacher.
- I can read a list of school supplies.
- I can understand a video about food.

#### **Interpretive Listening**

- I can understand some of what a person says about where they live.
- I can understand a video about school.
- I can understand some of what a person says about where they live and what they do.

#### **Interpersonal Speaking**

- I can talk about my friends and what I wear.
- I can talk about my school.
- I can talk about what I need for class.
- I can talk about places, celebrations, and customs in other countries.

#### **Interpersonal Writing**

- I can write a short note about where I live.

#### **Presentational Speaking**

- I can say hello to my teacher and introduce myself.
- I can tell an original story.

#### **Presentational Writing**

- I can list my schedule of classes.
- I can write a story about a teacher.

I can write an original story.

**Intercultural Competencies**

I can compare my school with a school in Mexico.

I can compare my school with a school in Guatemala.