

Alignment to Arizona’s World and Native Languages Standards

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

Nuestra historia Level 1 is an interactive Spanish Comprehensible Input (CI) curriculum with proficiency-based materials for novice-level learners. Level 1 will take your middle or high school students who have no prior experience in Spanish from Novice-Low through Novice-Mid levels 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 1 aligns to Arizona’s World and Native Languages Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unidad 1: Mi vida escolar			
Communication			
Interpersonal (IC): Learners interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.			
Section	Title	Mode	Can Do
Communicative Task	<i>Compras de material escolar</i>	Speaking	I can talk about what I need for class.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Benito Juárez</i>	Speaking	I can talk about my school.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Amigas de Guatemala</i>	Speaking	I can talk about my friends and what I wear.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Tania</i>	Writing	I can write a short note about where I live.
Integrated Performance Assessment	Interpersonal Speaking Task	Speaking	I can talk about which school supplies I need for what classes on what days.
Interpretive (IL & IR): 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: La muchacha fantástica</i>	<i>Actividad 1: ¿Muchacho o muchacha?</i>	Reading	I can read a story about a boy and a girl in class.

<i>Historia larga 1: La muchacha fantástica</i>	<i>Actividad 3: Opción múltiple</i>	Reading	I can understand events in a story about a boy and a girl in class.
Communicative Task	<i>Útiles escolares</i>	Reading	I can read a list of school supplies.
Communicative Task	<i>Sistema Educativo Nacional</i>	Reading	I can recognize dates and days of the week.
<i>Historia larga 2: Los maestros en México</i>	<i>Actividad 2: Opción múltiple</i>	Reading	I can read a story about school in Mexico.
<i>Historia larga 2: Los maestros en México</i>	<i>Actividad 3: Contesta las preguntas</i>	Reading	I can understand what happened in a story about school in Mexico.
Communicative Task	<i>3er Grado</i>	Reading	I can identify classes and understand days of the week in a class schedule.
<i>Historia larga 3: Pedro el estudiante</i>	<i>Actividad 1: ¿Cierto o falso?</i>	Reading	I can read a story about a student.
<i>Historia larga 3: Pedro el estudiante</i>	<i>Actividad 3: Ordena la historia</i>	Reading	I can understand the order of events in a story about a student.
<i>Historia larga 4: Un maestro no normal</i>	<i>Actividad 1: ¿Cierto o falso?</i>	Reading	I can read a story about a teacher.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Pandillas en Guatemala</i>	Reading	I can read an article on a current event about students in Guatemala.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Tania</i>	Listening	I can understand some of what a person says about where they live.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas Wendy</i>	Listening	I can understand some of what a person says about themselves and where they live.

Integrated Performance Assessment	Interpretive Reading 1 Task	Reading	I can identify classes and instructors in a class schedule.
Integrated Performance Assessment	Interpretive Reading 2 Task	Reading	I can read a list of classroom supplies.
Integrated Performance Assessment	Interpretive Listening Task	Listening	I can understand a commercial about school supplies.

Presentational (PS & PW): 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: Una escuela nueva</i>	Presentational Speaking: <i>Primer día de clases</i>	Speaking	I can say hello to my teacher and introduce myself.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Y tú? ¿Quién eres?</i>	Speaking	I can give information about myself, like my name, how old I am, and where I live.
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 Speaking Task	Speaking	I can describe my class schedule, including what classes I have and what supplies I need for each class.

Culture (CUL) : Learners use the target language to investigate, explain, and reflect on the relationship between the practices, products, and perspectives of cultures studied.

Section	Title	Can Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: Las escuelas en México</i>	I can understand the differences between my school and a school in Mexico.
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: En sus marcas, listos, ¡fuera! Tarahumara corredores</i>	The art of running for the Tarahumara people
<i>¡Extra! ¡Extra!</i>	<i>Panoramas: Chichicastenango</i>	Chichicastenango Market in Guatemala

<i>¡Extra! ¡Extra!</i>	<i>Panoramas: Una clase en México</i>	Rural classroom in México
Connections (CON) : Learners build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop crucial thinking and creative problem solving.		
Section	Title	Can Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: ¿Quieres ir conmigo?</i>	History and geography of México and Guatemala
<i>Historia larga 2: Los maestros en México</i>	<i>Los maestros en México</i>	Structure of school in México
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Escuela en Guatemala</i>	Building a school in Guatemala
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Huérfanos en LA</i>	Guatemalan teens crossing U.S. border
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Hijos de Estados Unidos en escuelas de mexicanos</i>	U.S. students' lives after parents' deportation to México
Comparisons (COMP) : Learners use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the target language and cultures studied to one's own.		
<i>Historieta 2: El maestro furioso</i>	<i>Nota de gramática</i>	<i>Masculino y femenino</i>
<i>Historia larga 1: La muchacha fantástica</i>	<i>Nota de gramática</i>	<i>un/una vs. el/la</i>
<i>Historieta 3: Amigos por teléfono</i>	<i>Nota de gramática</i>	<i>Tú form</i>
<i>Historieta 4: Una escuela nueva</i>	<i>¡Atención!</i>	<i>Yo form</i>
<i>Historia larga 4: Un maestro no normal</i>	<i>Un maestro no normal ¡Atención!</i>	<i>No: making sentences negative</i>
<i>Extra! ¡Extra!</i>	<i>Notas culturales: Las lenguas de Guatemala</i>	I can compare languages I learn with languages Guatemalans learn.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Escuela de CdMx</i>	I can compare my school with a school in Mexico.

Integrated Performance Assessment	Intercultural Competency Task	I can recognize some similarities and differences between school in Mexico and school in the United States.
Communities (COM): Learners use the target language to participate in the community and in the globalized world, for enjoyment, enrichment, and advancement.		
<i>En mi comunidad</i>		Texting and Key Pals
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