

Alignment to Georgia Performance Standards for Modern Languages Level I

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

Nuestra historia Level 1 is an interactive, online curriculum framework with comprehensible-input (CI) and 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, AP®-aligned program integrates stories, communicative tasks, and culture in a cohesive, all-in-one, and customizable format accessible to students and teachers from any device. *Nuestra historia* offers digital learning opportunities for Spanish classes on a data-driven, interactive, and easy-to-use platform.

This document illustrates how the first unit in level 1 aligns to the Georgia Performance Standards for Modern Languages Level I. If you have any questions, call 1-800-848-0256 or email help@vocesdigital.com.

<i>Unidad 1: Mi vida escolar</i>			
I. Communication			
Interpersonal Mode of Communication (IP)			
MLI.IP1 - The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.			
MLI.IP2 – The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language.			
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 Mode of Communication (INT)			
MLI.INT1 – The students demonstrate understanding of simple spoken and written			

language presented through a variety of media in the target language and based on topics such as self, family, school, etc.

MLI.INT2 – The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.

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 Mode of Communication (P)			
MLI.P1 – The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns.			
MLI.P2 – The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs.			
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.
II. Cultural Perspectives, Practices, and Products (CU)			

MLI.CU1 – The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.		
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
III. Connections, Comparisons, and Communities (CCC)		
<p>MLI.CCC1 – The students use information acquired in the study of the target and information acquired in other subject areas to reinforce one another.</p> <p>MLI.CCC2 – The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture.</p> <p>MLI.CCC3 – The students compare basic elements of the target language to the English language.</p> <p>MLI.CCC4 – The students demonstrate an awareness of current events in the target culture(s).</p> <p>MLI.CCC5 – The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes.</p>		
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

<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</i> <i>¡Atención!</i>	<i>No: making sentences negative</i>
<i>Extra! ¡Extra!</i>	<i>Notas culturales:</i> <i>Las lenguas de Guatemala</i>	<i>I can compare languages I learn with languages Guatemalans learn.</i>
<i>¡Extra! ¡Extra!</i>	<i>Artículos:</i> <i>Escuela de CdMx</i>	<i>I can compare my school with a school in Mexico.</i>
Integrated Performance Assessment	Intercultural Competency Task	<i>I can recognize some similarities and differences between school in Mexico and school in the United States.</i>
<i>En mi comunidad</i>		<i>Texting and Key Pals</i>
Can-Do Checklist		<i>Setting personal language goals, self-assessment on Can-Do statements, and unit reflection</i>
Integrated Performance Assessment	Can-Do Self-Assessment	<i>Self-assessment on IPA Can-Do statements</i>